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ABSTRACT

The annotated bibliography on Educable Mentally Retarded--Programs/Teaching Methods contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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Educable Mentally Retarded-Programs/ Teaching Methods

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 621

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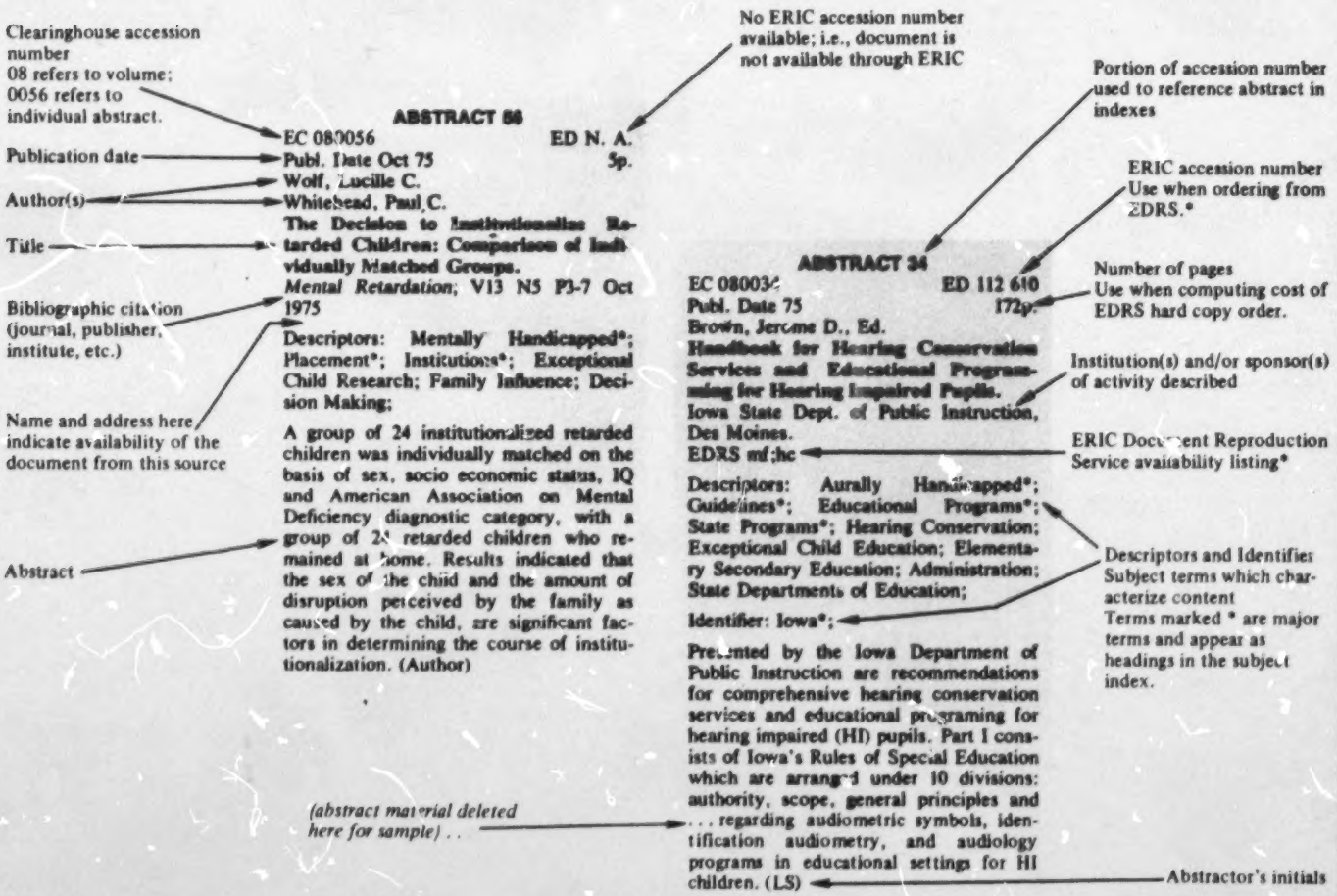
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ABSTRACT 88
EC 080056
ED N. A.
Publ. Date Oct 75
5p.
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation, V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 155, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brignton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13 Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Dimbilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2880

EC 005 817 ED 040 532
Publ. Date 70 58p.
Handbook for Administrators: A Guide for Programs for the Mentally Retarded.
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; educational programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tenessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

ABSTRACT 3121

EC 501 275 ED N.A.
Publ. Date 70 7p.
McCune, Judson W.
Including Driver Education in the Special Class Curriculum.
EDRS not available
Teaching Exceptional Children; V2 N3 P106-12 Spr 1970

Descriptors: exceptional child education; mentally handicapped; driver education; educable mentally handicapped; traffic safety; program descriptions

The need is presented for the inclusion of driver education in the curriculum for the educable mentally handicapped. Course content includes state traffic laws, traffic sign recognition and response, reading the driver's manual and exam, responding to exam questions, and applying traffic laws while actually driving. Evaluation is accomplished by a checklist of specific needs, and additional training given through road sign and traffic law games, improving reading skills, role-playing, and additional driving experience. (JM)

ABSTRACT 38

EC 03 0038 ED 043 163
Publ. Date 70 97p.
Erdman, Robert L. And Others
The Administration of Programs for Educable Retarded Children in Small School Systems.
Council For Exceptional Children, Arlington, Virginia
EDRS mf
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($3.75).

Descriptors: exceptional child education; educable mentally handicapped; program administration; administrative organization; elementary schools; administrative policy; class size; admission criteria; curriculum; program development; rural school systems; county school systems; small school systems

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

ABSTRACT 1123

EC 03 1123 ED N.A.
Publ. Date Nov 70 6p.
Taylor, George R.
Programming for Educable Mentally Retarded Children.
EDRS not available
Training School Bulletin; V67 N3 P183-8 Nov 1970

Descriptors: exceptional child education; mentally handicapped; program planning; educable mentally handicapped; guidelines; administration; educational planning; Education Policies Commission

An approach has been outlined to improve programing for educable mentally retarded children. Several goals have been formulated by the Education Policies Commission for all children. These goals appear to be applicable for the educable mentally retarded as well. To meet these goals, it is noted that administrators should have certain guidelines in mind as they plan for retarded children. Guidelines are cited as one approach to enable educable retarded children to reach their optimum growth. (Author)

ABSTRACT 1565

EC 03 1565 ED N.A.
Publ. Date Dec 70 3p.
McFadden, Lorraine K.; Tendrick, Dorothy A.
Environmental Education Workshop Experience for the Mentally Retarded.
EDRS not available
Mental Retardation; V8 N6 P29-31 Dec 1970

Descriptors: exceptional child education; educable mentally handicapped; conservation education; environmental education; outdoor education; camping; Wisconsin

The report describes a conservation workshop experience conducted for educable mentally retarded (EMR) students. The out-of-doors classroom provided the students an opportunity to learn through observation the importance of conservation. The EMRs were also given the opportunity to develop the fellowship and assume the responsibility of cooperative living. Initial planning, camp activities and meaningful results are discussed. (Author)

ABSTRACT 2377

EC 03 2377 ED 050 534
Publ. Date Sep 70 100p.
Forbes, Donald G.; Raschick, Sally Carey
Walworth County Preschool Program.
Walworth County Special School, Elkhorn, Wisconsin;
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ABSTRACT 2686

EC 03 2686 ED 052 551
Publ. Date Oct 70 70p.
A Follow-Up and Comparison of Graduates from Two Types of High School Programs for the Mentally Handicapped. Final Report.

Dearborn Public Schools, Michigan
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-068680-0106
BR-6-8680

Descriptors: exceptional child research; educable mentally handicapped; senior high schools; educational methods; regular class placement; special classes; followup studies; vocational adjustment; personal adjustment; socioeconomic status; program evaluation; mentally handicapped

Compared is the post high school adjustment of graduates of two types of special education programs for the educable mentally handicapped: a self-contained, vocationally oriented program separate from general education (School A) and a program integrated into the general high school, where job experience is concurrent with general education and courses are not specifically vocationally oriented (School B). Graduates of School B who have been out of school for varying lengths of time were also compared with each other. Interviewed were 41 School A and 41 School B graduates from the years 1964 and 1965, and 114 School B students who graduated between 1952 and 1963. Students were compared on social, vocational, and economic measures, such as job placement, tenure, income, community participation, and other factors. It was found that graduates of School B had a better school attendance record, held more full-time jobs, had higher occupational levels and salaries, were more likely to seek further education, were more prudent in money management, married later or remained single more often, had better homes, and participated more actively in community activities. (KW)

ABSTRACT 2854

EC 03 2854 ED 052 396
Publ. Date Apr 71 90p.
Exceptional Children Conference Papers: Specific Subject Programs for EMRs and TMRs.

Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; program descriptions; driver education; safety education; home economics; mathematics; work study programs

Eight papers focus upon specific subject programs for educable and trainable mentally retarded (EMR and TMR) students. Three of the papers, concerning driver education and traffic safety education for EMR students, cover driver education guidelines and materials developed in a Michigan state institute involving teachers of EMR and teachers of driver education. Alabama's statewide project for EMR driver and traffic safety education, and a pilot project involving EMR students in a two-part Non-Traditional Driver Education Program emphasizing safety training. Other papers describe in detail the EMR home economics program at Oak Ridge (Tennessee) High School, discuss instructional objectives for work-study programs for EMR elementary through high school students, briefly describe the Northwestern Illinois Athletic Association for Trainable Mentally Handicapped Youth, present a Piagetian approach to arithmetic for the retarded, and examine the team work experience (supervised work in teams in community settings) in work oriented special education programs for retarded persons not able to benefit from the type of vocational training available within the structure of present work study programs on the secondary level. (For other CEC Convention papers, see EC 032 855-EC 032 861.) (KW)

ABSTRACT 2881

EC 03 2881 ED 053 503
Publ. Date Feb 71 133p.
Ladner, Judith L.
Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.

Fordham University, Bronx, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

OEG-2-700017
BR-42-2272

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); divergent thinking; educable mentally handicapped; creativity research; program descriptions; convergent thinking

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (CD)

ABSTRACT 708

EC 04 0708 ED N.A.
Publ. Date Oct 71 5p.
Dailey, Rebecca F.
CEC ERIC's the Now Way to Know: ME NOW--Life Sciences for the Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V6 N3 P127-31 Oct 1971

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; sciences; curriculum development; intermediate grades; junior high school students; program descriptions; instructional materials; Biological Sciences Curriculum Study

Described are the production and evaluation of model life science materials for educable mentally retarded (EMR) students by the Biological Sciences Curriculum Study (BSCS). The complete instructional program developed, entitled ME NOW Life Science Program, is designed for EMR students at the intermediate level (ages 10-14). Curriculum focuses on four areas: digestion and circulation; respiration and excretion; movement, support, and sensory mechanism; and growth and development. Materials included in the program and where to purchase the ME NOW program are indicated. Summarized are field testing of the program and future plans for a similarly structured science program on the environment. Harold A. Rupert, a member of the project staff for Life Sciences for the Educable Mentally Retarded at BSCS answers questions concerning significant features of the program, efforts to inform teachers, cooperation with Instructional Materials Centers, curriculum creation, and the nature of the ME NOW instructional materials. (KW)

ABSTRACT 370

EC 05 0370 ED N.A.
Publ. Date Fall 72 5p.
Bennett, Blair and Others
Sex Education for EMR Adolescent Girls: An Evaluation and Some Suggestions.
EDRS not available
Journal for Special Educators of the Mentally Retarded V9 N1 P3-7 Fall 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; females; adolescents; young adults; sex education; program evaluation

A sex education class for educable mentally retarded (EMR) older adolescent girls was conducted and evaluated in such a way as to provide guidelines for others interested in implementing such a program. Students were 10 Caucasian EMR girls (IQ 58-81), ages 17-23 years, whose SES ranged from lower to upper-middle class. The class met for 1 hour three times a week for 4 weeks. The Sex Information Inventory for Girls was used as a pre- and posttest. Posttest results showed increases in: ability to visually discriminate between the sexes; knowledge about sexual terminology, menstruation, sexual intercourse, and birth control; awareness that sex was possible

before marriage; permissiveness towards engaging in premarital sex; and reluctance to touch the vaginal area. Ss showed a somewhat greater willingness to discuss minor sexual molestations with an adult, although over half stated they would still keep this a secret. Knowledge about veneral diseases was rather unclear on both pre- and posttests. Implications of these findings for planning other sex education programs are discussed. (KW)

ABSTRACT 1076

EC 05 1076 ED N.A.
Publ. Date Feb 73 4p.
Shotick, Andrew L.; Rhoden, Jane O.
A Unitary Approach: Programming for the MR.
Mental Retardation; V11 N1 P35-8 Feb 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; interdisciplinary approach; program descriptions

Suggested is the replacement of the term, interdisciplinary programing, by a new term, unitary programing, and described is the application of unitary programing at a mental retardation center serving 80 educable or trainable children (ages 3 to 21 years) on a short term basis. Unitary programing is said to stress communication and relationships among professionals for the common purpose of better functioning of the mentally handicapped individual. It is reported that at the center many professionals coordinate their services from the evaluation phase to the final community placement phase prior to the release of the students. (DB)

ABSTRACT 1924

EC 05 1924 ED 077 162
Publ. Date 72 68p.
Alternative Approaches to Instruction and Scheduling of Middle School EMR Students.
Marion County Board of Public Instruction, Ocala, Florida
EDRS mf,hc

Descriptors: exceptional child education; educable mentally retarded; junior high school students; educational programs; team teaching; mentally handicapped; program descriptions; inservice teaching; mentally handicapped; program descriptions; inservice teacher education; teachers; role perception; class management; curriculum development; information utilization

The first year of a project to implement team teaching concepts in a middle school program for educable mentally retarded students emphasized process development by teachers in the areas of role definitions, curriculum competencies, and behavioral management. Orientation included establishment of project purpose, individual responsibilities, and hierarchies concerning ordering of materials, and planning for such activities as workshops, data collection, and evaluation. Three workshops on role definition involved a group climate inventory, nonverbal and listening exercises, a game illustrating effectiveness of group over individual decision making, a personal growth inventory, and discussion on inadequacy feelings of the team's teachers. Workshops on classroom management taught teachers to plan and implement classroom token economy systems. Curriculum objectives were incorporated into the school district's curriculum framework, and curriculum goals were reviewed in six workshops. Assisted by school and district personnel, the teachers taught and assessed progress of 35 students and were themselves rated for competency. Activities of the team teaching process and of curriculum development were charted; and treated in 10 appendixes were such topics as student competencies, teacher rating scales, and information on the school system's special education services. (MC)

ABSTRACT 1946

EC 05 1946 ED N.A.
Publ. Date Feb 73 5p.
Carter, Kyle R. and Others
The Effect of Kinesthetic and Visual-Motor Experiences in the Creative Development of Mentally Retarded Students.
Education and Training of the Mentally Retarded; V8 N1 P24-8 Feb 73

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; educable mentally handicapped; childhood; adolescents; creative development; kinesthetic methods; perceptual motor learning; program evaluation

Compared were two 4 week programs of creative training (kinesthetic and visual-motor) used with 26 mentally retarded children (age range from 7 to 16 years and IQ's from 40 to 85). The visual motor treatment consisted of activities such as drawing and clay modeling while the kinesthetic-motor treatment involved group and individual activities such as tumbling, dancing, and going through a maze. The Torrance Tests of Creative Thinking were administered to both groups following the creativity training. Children in the visual motor group showed greater creative development than the children in the kinesthetic group. (DB)

ABSTRACT 2188

EC 05 2188 ED 078 632
Publ. Date 73 157p.
Exceptional Children Conference Papers: Education of the Educable Mentally Handicapped.
Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973).

Descriptors: exceptional child education; educable mentally handicapped; program descriptions; teaching methods; behavior change; mentally handicapped; conference reports; reading comprehension; context clues; money management; cognitive development; motor development; institutes (training programs); vocational education; training techniques; word recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which simulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old indicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in Pennsylvania in preparation for teaching previously excluded EMH children. Discussed is the Charles Carroll Occupational School's program for EMH boys, which offers prevocational and vocational education, and work study experience. Six of eight EHM girls are reported employable as maids after a 6 week training program, which included class and on-the-job training, slide presentations, and a pictorial manual. A prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils centers on 2 years' research on synonyms and homonyms. (MC)

ABSTRACT 2200

EC 05 2200 ED 079 882
Publ. Date 72 37p.
Joiner, Lee M. and Others
Mentally Retarded Trainable Children and Educable Pupils. Final Report.
Teaching and Learning Research Corp., Elmhurst, N. Y.
New York City Board of Education, New York, N. Y.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program descriptions; program evaluation; summer programs; trainable mentally handicapped; neurologically handicapped; educable mentally handicapped; elementary school students; secondary school students; enrichment; hobbies; social development; cognitive development; physical fitness; New York

Evaluated was a New York City summer enrichment program for 357 educable, trainable, or brain damaged elementary and secondary school children. Objectives of the program were measured improvement in social and emotional development, cognitive development, hobby skill development, and physical

fitness. Evaluation consisted of observation, interviews with teachers, and objective pretesting and posttesting. Each of the five centers (one in each borough) divided children into four classes by ability level. The program involved experiences with drama, jewelry making, physical education, and photography. The evaluation concluded that quality of staff services was high, that physical facilities and supplies were adequate to good, that the children enjoyed the program, and that significant gains were achieved in all program areas except physical fitness. It was recommended that the program be continued and extended, that more experiences in sports be provided, that a Spanish speaking teacher or aide be employed at each center, and that a more relevant test of motor skills be applied. Appended are class schedules and evaluation forms. (DB)

ABSTRACT 2417

EC 05 2417 ED 081 133
Publ. Date Jun 72 176p.
Williams, Clarence R.
End of Project Period Report. FY 1971-1972.
Harrison School District No. 1. Educational Research and Development Center, Harrison, Ark.
Arkansas State Dept. of Education, Little Rock.
EDRS mf,hc

Descriptors: learning disabilities; program descriptions; art; music; exceptional child education; elementary school students; learning difficulties; mentally handicapped; educable mentally handicapped; special classes; instructional materials centers; teacher developed materials; inservice teacher education; evaluation criteria; community role; Harrison (Arkansas); Title III

The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, funded through Title III, to integrate art and music programs in elementary schools and special classes, and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged, and educable mentally retarded (EMR) children is presented. The target population is described as consisting of students, grades 1 through 6; EMR students, grades 1 through 9; and LD students, totalling 2,148 rural students served by 312 teachers. Included are program goals and objectives, for the art and music component; and results which show gains on tests, and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component, which involved 15 LD students who achieved an average gain of two grade levels in the resource rooms. Also included is data on five in-service teacher education workshops. Some of the major results reported are retention of one resource room; a teacher initiated individualized instruction classroom program to supplant the discontinued resource room; increased teacher awareness of LD areas; and community action to support cultural and educational programs. Appended are 24 sample documents, such as tests to identify LD children, a check list for screening LD students, surveys of artists and composers, and a music achievement test. (For related information see EC 052 416). (MC)

ABSTRACT 2480

EC 05 2480 ED 081 152
Publ. Date 31 Jun 73 92p.
Elfner, Elinor
Reading Curriculum Development Project. Final Report.
Wakulla County Board of Public Instruction, Crawfordville, Fla.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; reading; curriculum development; computer assisted instruction; mentally handicapped; program descriptions; instructional materials; programed instruction; program evaluation; Wakulla county (Florida); Title VI

Presented is the final report of the 3 year reading curriculum development project (funded under Title VI) for 40 educable mentally handicapped children in Wakulla County, Florida which centered on the development of computer assisted (CAI) instructional materials in a programed format. Described for the first year of the program is formative evaluation of reading materials, all of which were presented by the computer. The second year is explained to have been devoted to converting from the CAI mode to computer managed instruction in which only periodic testing was done by computer while off-line instruction was provided by lesson booklets. The entire system of supplementary instruction is said to have been presented without the computer during the third year. Following are some of the conclusions of the program: additional materials on word attack skills were found necessary, EMR students appeared to need even more repetition and drill than originally thought, significant gains were demonstrated by the 40 students from whom complete data were available, and students who took more time in responding to test items on the computer tended to demonstrate more gains in objectives passed on the posttest. Appendixes include samples of original and revised programed formats, the test used for pretest and posttest, program memos regarding computer procedures, and a project questionnaire. (DB)

ABSTRACT 538

EC 06 0538 ED N.A.
Publ. Date Winter 73 2p.
Davis, William E.
Teaching Creative Writing to Educable Children.
EDRS not available
Pointer; V18 N2 P90-91 Winter 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; primary grades; creative expression; writing skills; program descriptions

Described is an 8-week program to teach creative writing skills to 73 educable mentally handicapped primary grade children. Examples of the activities, developed and implemented by university students, are writing a story about a selected magazine picture, completing an unfinished mystery story, and describing a television show without naming characters or places. It is reported that 66 of the students were engaging in daily creative writing activities at their own request at the end of the program. (DB)

ABSTRACT 774

EC 06 0774 ED 085 935
Publ. Date Jul 73 54 p.
A Team Teaching Approach for Middle School EMR Students.
Marion County Schools, Ocala, Fla. Dept. of Exceptional Child Education.
Florida State Dept. of Education, Tallahassee.
EDRS mf, hc
(For Related Information See EC 051924)

Descriptors: exceptional child education; educable mentally handicapped; middle schools; team teaching; program descriptions; mentally handicapped; childhood; adolescents; special classes; program evaluation; behavior change

Described and evaluated is a Marion County, Florida, program which applied the team teaching method to instruction of 45 educable mentally retarded 10-to 14-year-old students. It is stressed that the philosophy of the middle schools and of team teaching is to provide a means of meeting individual needs of students. Described are the program's physical facilities (one large and two small classrooms), qualifications of five team members, the student population (97% black), and curriculum development. Explained are goals and objectives in the areas of self concept, social relations, and academics. Reported are results of program evaluation showing that growth in the areas of reading and arithmetic matched the time lapse between test administrations, and that important positive behavioral changes were observed in student attitudes, independence and pride in work, peer relationships, and self control. A final section focuses on the instructional process of the teaming program in terms of variables (such as the need for peer group acceptance), staff, and program scheduling and policies. Also discussed is the process of developing individual educators to become cooperating team members. Recommendations are given in the areas of personnel selection, classroom management, curriculum, and physical space. Appended are a questionnaire, a teacher evaluation form, and a lesson plan form. (DB)

ABSTRACT 1113

EC 06 1113 ED 087 153
Publ. Date 72 57p.
Developing and Coordinating a Comprehensive Exceptional Child Program

in Five Rural, North Florida Counties. Annual Report 1972.
Hamilton County School Board, Jasper, Fla.
EDRS mf,hc

Descriptors: exceptional child education; program evaluation; school districts; educational planning; handicapped children; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; annual reports; administration; curriculum guides; inservice teacher training; instructional materials; psychological evaluation; teacher evaluation; Florida

Presented is the 1972 annual report of a Title VI-B project to develop and coordinate a comprehensive exceptional child program in the north rural Florida counties of Hamilton, Madison, Suwanee, Taylor, and Lafayette. Given are the following eight project objectives: cooperation between two or more counties to employ a special education director and/or school psychologist; improvement of the curriculum for educable (EMR) and trainable mentally retarded (TMR) children through implementation of a curriculum guide; planning and implementation of preschool, post-school, and inservice training programs for special teachers; upgrading of leadership and program improvement through inservice training of administrators; evaluation of the role/and functions of the multicounty coordinator; provisions for psychological testing for diagnosis and instruction of students; and improvement in teacher evaluation of student performance. Reported are accomplishments such as the following to satisfy the eight objectives: establishment of tri-county directorship of exceptional child education; field testing of a curriculum guide for EMR and TMR students; an instructional improvement workshop; development and teacher examination (in a workshop) of instructional materials for EMR students; plans to continue the position of multicounty coordinator/consultant after final Title VI funding; psychological testing of over 250 students for the EMR and TMR programs; and improved teacher attitudes toward behavioral objectives. (Included in appendixes which comprise half the report are documents pertinent to the objectives such as a learner advocacy model for educational renewal and a teacher self rating form.) (MC)

ABSTRACT 1128

EC 06 1128 ED N.A.
Publ. Date Dec 73 4p.
Mitchell, Marlys and Others
The Pod in a Summer Program for Exceptional Children.
Education and Training of the Mentally Retarded; V8 N4 P203-6 Dec 1973

Descriptors: exceptional child education; educable mentally handicapped; elementary school students; open education; summer programs; mentally handicapped

Evaluated was the pod or open space approach to the education of seven primary and nine intermediate level educable mentally handicapped children in a summer program. The two experienced teachers were aided by three full time and four part time teaching interns. Instruction was in small groups or on an individual basis. Teachers noted advantages such as interaction of students within the pod and disadvantages such as frequent interruptions. Children's reactions tended to emphasis the factor of the physical arrangement which most directly satisified personal needs -- whether structure, freedom, or attention. (DB)

ABSTRACT 1225

EC 06 1225 ED N.A.
Publ. Date Spr 74 7p.
Berkman, Gloria
Teenagers Are Making It Work: An Activity Center in a Special School.
Teaching Exceptional Children; V6 N3 P127-33 Spr 1974

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; program descriptions; daily living skills; mentally handicapped; primary grades; adolescents; social development; special schools

An activity center was established in a special school to give educable mentally retarded adolescents and primary level children experience in social competency, money, time, and measurement skills. A group of 6 to 8 primary students visited the center 1/2 hour weekly to perform manipulation tasks at six stations concerned with money, shopping, clocks, linear measurement, scales, and liquid measurement. Communication between the adolescent station master and his visitor depended on the verbal and cognitive abilities of the younger child, and consisted of an explanation of the station's equipment as well as questions such as 'how many pennies will buy as much as one nickel?' At the leisure station (station 7) both age groups socialized or played games. At station 8, the older students baked cookies and made jello for sales (to primary classes). After the primary class visitors left, all stations were cleaned and time cards, reports, and money earned were turned in. Satisfactory job performance by adolescents was required for total pay. Role playing and tape recording were done to perfect task performance. Real money was earned to reimburse students for making jello and cookies. The experience proved to be beneficial to both age groups. (MC)

ABSTRACT 1379

EC 06 1379 ED 088 262
Publ. Date 73 12p.
Handicapped and Normal Children Learning Together.
Brigadoon Elementary School, Federal Way, Washington.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; learning disabilities; program descriptions; program evaluation; mentally handicapped; elementary school students; regular class placement; individualized instruction

The 3-year Title III elementary school project provided an individualized program for the 310 attending students to assess effectiveness of educating the 15% of the mildly handicapped mentally retarded, emotionally disturbed, and learning disabled students in a common school setting. Two trainer consultants, five teachers, 15 interns in training as well as instructional aides and community volunteers participated. Equipment such as tape recorders and language masters were used. The program specified objectives such as appropriate grade level gains by identified handicapped children (HC) to equal or exceed gains of a control group. The HC were identified through diagnostic tests, and were evaluated daily by behavioral rating measures. Results indicated no differences between gains of the HC and gains of the control group (students in another school receiving help in a resource room) for the first year, gains equal to gains of the control group during the second year, and gains equal to or greater than the total grade level group for grades 3, 5, and 6 in reading, and for grade 6 in mathematics during the third year. The results supported the hypothesis that mildly handicapped children in the same setting as normal peers could be educated with as much effectiveness as students who were given extra assistance away from the regular class. (MC)

ABSTRACT 1490

EC 06 1490 ED 089 522
Publ. Date 74 70p.
EMR Program Development, 1973-74.
Mentor Exempted Village School District, Ohio.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
For Related Document See EC 061489.

Descriptors: exceptional child education; educable mentally handicapped; demonstration projects; state programs; mentally handicapped; program descriptions; Ohio

Presented are 1973-74 program objectives, related procedures and timelines, and a preliminary evaluation of an Ohio program for educable mentally retarded (EMR) pupils which has the following basic goals: the evaluation of various administrative models for providing instruction to EMR students, the development of curriculum based on measurable instructional objectives, and the development of an inservice education program for teachers of EMR students. Provided for each major goal are subgoals such as the establishment of 24 classes for each of five different models (learning center, selected education, half-day placement, mainstreaming, and other experimental situations). Charts detail procedures and timelines for each subgoal on a monthly basis from August 1973 through July 1974. A preliminary evaluation of project activities as of Spring 1973 is reported to have shown results such as completion of the first draft of sets of behavioral objectives and teaching strategies for use with handicapped students. (DB)

ABSTRACT 1919

EC 06 1919 ED 090 755
Publ. Date 74 112p.
Rainey, Ernestine W.
A Language Development Program for Preschool Children with Development Problems.
Mississippi State Univ., State College. Preschool And Early Education Project for Children With Developmental Problems
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; language programs; behavioral objectives; mentally handicapped; disadvantaged youth; early childhood education; teaching methods; language development; class activities; perceptual development; Developmental Disablilities

Presented is a language development program consisting of 30 mini-units to be used as the first formal daily activity with 5-year-old educable developmentally handpped or environmentally disadvantaged children. It is explained that the required technique includes teacher questioning of one child, an elicited complete sentence response from the child, and repetition of the elicited correct response by the entire group. Emphasized in the curriculum are perceptual training, use of complete sentences, and subject matter that is familiar to the child. Offered are mini-units that feature the following topics (number of mini-units per topic are in parentheses): the family (10), the farm (4), animals (5), the birthday party (1), foods (6), and weather (4). As an example, a mini-unit provided for the farm sequence contains the objectives of developing meaning of 19 words such as milk and kitty, visual closure, and auditory discrimination; and activities such as reading and discussing a story book about a farm, taking a trip to a farm, and completing farm figures (on a sheet of paper). Directions and materials are provided for making a weather calendar. Listed are activities to reinforce language skills in areas delineated by the Illinois Test of Psycholinguistic Abilities. Noted is the method of evaluation (form is included) based on performance of the objectives (an evaluation form is included). (MC)

ABSTRACT 2590

EC 06 2590 ED 094 539
Publ. Date 17p.
Peterson, Ludwig A.
COMP (Computerized Operational Materials Prescription).
Cooperative Educational Service Agency 3, Gillett, Wis.
Wisconsin State Dept. of Public Instruction, Madison, Div. for Handicapped Children:
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: educable mentally handicapped; computer assisted instruction; instructional materials; reading; program descriptions; mentally handicapped; diagnostic teaching; individualized instruction; program evaluation; reading materials; remedial reading; feedback; exceptional child education

Described is Project COMP (Computerized Operational Materials Prescription), an individualized reading instructional program for educable mentally retarded (EMR) children in regular or special classes. It is explained that the program is designed to correlate with the Wisconsin Design for Reading (WDR) and to utilize a diagnostic teaching specialist who uses specific reading instructional methods, materials, and techniques. A unique characteristic of the program is seen to be the provision to teachers of computer print out feedback which identifies reading skills accomplished, skills not mastered, and materials (with location) for subsequent instruction. The program is reported to be currently in use with 160 EMR, 347 disadvantaged, and 326 normal children. COMP is described to consist of five components: the WDR (which has 45 objectives at four levels of progressive difficulty), periodic testing and feedback of results via computer printout, a computerized inventory of instructional materials, purchase of instructional materials appropriate to teach target skills, and inservice teacher education activities. Results are reported which show mean reading gains of the normal students from below average to above national norms and reading gains made with other programs for the EMR. Also noted are the cost of $10 per pupil, national recognition received, and positive evaluation in the Title VI Evaluation Report. (DB)

ABSTRACT 3

EC 07 0003 ED N.A.
Publ. Date Nov 74 2p.
Kazmark, Karen
Soup's On.
Instructor; V84 N3 P70-1 Nov 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; elementary education; students; daily living skills; program descriptions; course objectives; cooking instruction; nutrition;

Described is a 10-week course in nutrition, cooking and comparison shopping for a class of educable mentally handicapped, elementary school students. (GW)

ABSTRACT 181

EC 07 0181 ED N.A.
Publ. Date Oct 74 6p.
Hunt, Helen V.
Classroom Techniques: Getting Everyone Involved in Meeting Special Needs.
Education and Training of the Mentally Retarded; V9 N3 P134-9 Oct 1974

Descriptors: educable mentally handicapped; primary grades; intervention; program descriptions; exceptional child education; mentally handicapped; remedial instruction; readiness (mental); program evaluation; diagnostic teaching;

Described and evaluated is a 1-year program which provided nine primary grade mildly retarded children with diagnostic prescriptive remedial instruction. Noted are selection procedures, integration of the special project with the regular program, and project goals such as parent involvement. Detailed are the parent program (which encouraged parents help to in the classroom) and gains in readiness scores (means of 10 months in reading, 7.6 months in spelling, and 13 months in arithmetic). It is reported that hopes of significantly increased IQ scores were not supported by test results. Listed are positive aspects of the program such as development of positive self images by the children and negative aspects such as the need for more inservice training to the regular staff. (DB)

ABSTRACT 182

EC 07 0182 ED N.A.
Publ. Date Oct 74 4p.
Miller, Judy; Voorhees, Sandra
Meaningful Mornings for Primary EMH Students.
Education and Training of the Mentally Retarded; V9 N3 P139-42 Oct 1974

Descriptors: educable mentally handicapped; class management; class activities; classroom arrangement; program descriptions; exceptional child education; mentally handicapped; behavior problems; primary grades; independent study;

A program was devised to provide 12 educable primary grade children with meaningful independent work experiences during the morning period while the teacher was engaged in reading instruction. Students rotated among the following six work stations: Listening and following directions, math, reading, perception, teacher-pupil, and student's desk. Materials available at the various stations included tape recorder and listening station with earphones, teacher-made work sheets and materials, Language Master and materials, and parquetry blocks and patterns. A checklist was used to record the number of times a child interrupted, the number of tasks completed, and the number of times pupils engaged in antisocial behaviors. Evaluation revealed patterns of misbehavior for specific students and general agreement regarding the program's success. (Author)

ABSTRACT 1208

EC 07 1208 ED 101 505
Publ. Date 73 111p.
Interim EMR-EH Program; End of Project Year Report: 1972-1973. ESEA, Title III Project.
Clark County School District, Las Vegas, Nev.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

Descriptors: educable mentally handicapped; program evaluation; behavior change; evaluation methods; academic achievement; exceptional child education; mentally handicapped; educationally disadvantaged; secondary education; program descriptions; operant conditioning; parent school relationship; student

evaluation; course objectives; curriculum; Elementary Secondary Education Act Title III; ESEA Title III;
EDRS mf; hc

Presented is the end of project year (1972-1973) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendixes are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the actual anecdotal records of the 48 students. (CL)

ABSTRACT 1444

EC 07 1444 ED 102 775
Publ. Date 20p.
Wiener, William K. and Others
Social-Emotional Development and Creative Explorations for the Handicapped Student.
Paper Presented at the 973 International Symposium On Learning Disabilities, III, Miami Beach, Florida

Descriptors: educable mentally handicapped; creative expression; personal adjustment; program description; exceptional child education; mentally handicapped; secondary education; public schools; special classes; remedial instruction; prevocational education; emotional adjustment; social adjustment; leisure time;
EDRS mf; hc

Described is a public school project in which 47 educable mentally retarded (EMR) students (grades 9 and 10) spend one third of their school day in regular high school elective offerings, one third in remedial academics and prevocational skills training, and one third in creative-leisure arts activities. Failings of a previously used remedial-resource approach (which resulted in a high drop out rate) are recounted. Discussed briefly are the remedial-prevocational portions of the curriculum including students' participation in a programed instructional series geared to improve language and intellectual capacities and in a program of vocational guidance and career exploration experiences. The major portion of the document explains creative-leisure arts activities and five two-week personal experience modules titled 'You and Your Feelings', 'You and Your Future Family', 'A Personalized You', 'You and the Drug Culture', and 'You and Others'. Aspects of the modules described include role playing of emotional situations, multi-media presentations concerning human sexuality, and student visits to hospitalized persons. Successful results of the program such as decreases in aggressive behavior, increased school participation, and improved scores on a Person-Group Relationship Scale (which is appended) are noted. Also appended is a list of creative and leisure arts program components. (LS)

ABSTRACT 1445

EC 07 1445 ED 102 776
Publ. Date Jul 74 155p.
Clifford, Miriam; McKinney, James D.
Evaluation of Exemplary Programs for the Educable Retarded: ESEA Title III. Final Report for 1973-74 Budget Period.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Chapel Hill-Carrboro Public Schools, N. C.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf; hc
For Related Information See EC 040 503

Descriptors: educable mentally handicapped; regular class placement; special classes; open education; self concept; role playing; delivery systems; program evaluation; mentally handicapped; exceptional child research; elementary education; nongraded classes; media technology; learning characteristics; student attitudes; academic achievement; Elementary Secondary Education Act Title III; ESEA Title III;

Evaluated in a 3-year project were the effects of three different classroom settings (a graded open classroom with a resource tEacher, a multi-grade open classroom emphasizing individualized instruction, and two self-contained special education classrooms) on achievement, self concept and classroom behavior of 30-38 educable mentally retarded children 8- to 13-years-old. Analysis of pre- and post-test measures of self concept, achievement, attitudes, and classroom behavior did not demonstrate that one setting was clearly superior to another in producing meaningful gains in academics, self-concept or attitudes to schooling. Open classrooms promoted more peer interaction while the self contained setting elicited more attending and teacher directed behavior. Teachers perceived Ss in open settings less favorably than Ss in self contained classrooms. Associated with academic success were the learning characteristics of attention, independence, and task-oriented peer interaction sociodrama, role playing techniques, and the use of media programs to assist instruction in alternative settings were found to be positive program components. Seven appendixes provide such information as a listing of topics covered during the sociodrama sessions and a list of media productions. (CL)

ABSTRACT 1558

EC 07 1558 ED 102 794
Publ. Date Nov 74 95p.
Keogh, Barbara and Others
A Review of Transition Programs in California Public Schools.
California Univ., Los Angeles. Graduate School of Education.
California State Univ., Los Angeles.
California Univ., Los Angeles. School of Education.
California State Dept. of Education, Los Angeles.
EDRS mf;hc

Descriptors: educable mentally handicapped; state surveys; administrator attitudes; regular class placement; student placement; exceptional child research; mentally handicapped; minority groups; interviews; questionnaires; inservice teacher education; equal education; financial support; program effectiveness; California;

Questioned were administrators of 166 California school districts regarding transition programs (mandated by legislative and court actions) for students previously classified as educable mentally retarded (EMR). Detailed program descriptions were obtained from the ten administrators interviewed, while information from 156 districts was obtained through a mailed questionnaire. Sample districts included high Anglo, high Black, and high Spanish surname districts as well as districts ranging from small to large and representing all parts of the state including both rural and urban schools. Findings indicated that all districts had implemented systematic procedures to review EMR pupils though specifics varied widely, and that ethnic characteristics of reclassified pupils reflected the ethnic characteristics of the district. The most popular transition model was regular class placement with tutorial help from paraprofessional aides. Inservice training for staff serving transition pupils was conducted by approximately half the districts. Most programs were supported by state funds with some districts matching with local funds. Administrators agreed that previous inequities of placement were being corrected, though there was less confidence that transition programing was consistently beneficial to transition or regular class pupils. Recommendations included the development of comprehensive systems for program evaluation. Appended are texts of relevant legislation and Department of Education directives, the interview schedule and questionnaire, and a listing of participating districts. (DB)

ABSTRACT 1693

EC 07 1693 ED N. A.
Publ. Date 40p.
McGuire, Daniel; Throop, Robert K.
Educator's Attitudes Toward Exceptional Children.
North Country School Study Council, State University College, Potsdam

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; special education; attitudes; teacher attitudes; administrator attitudes; program evaluation;

Investigated was the relationship between school personnel attitudes toward educable retarded students (grades kin-

dergarten to 12) and the quality of educational programs provided for the retardates. Attitude questionnaires were completed by chief school officers, principals and classroom teachers in 26 school districts. The educational program was evaluated by measures of individualization, interpersonal regard, creative expression and divergency of thinking, and group activity. No significant difference was found among personnel attitudes toward the retardates. Data indicated that the attitudes of chief school officers, principals and classroom teachers were significantly related to the quality of the educational programs provided. (CL)

ABSTRACT 2241

EC 07 2241 ED N. A.
Publ. Date 74 14p.
Anderson, Sarah M.; Dirr, Peter J.
Open Education and the Handicapped; A Paper for the Instructional Technology Course for Teachers.
State Univ., of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.
EDRS mf; hc

Descriptors: educable mentally handicapped; educationally disadvantaged; open education; regular class placement; exceptional child education; mentally handicapped; educational needs; individualized instruction;

The author discusses the appropriateness of open education for educable mentally retarded (EMR) and educationally handicapped (EH) children, pointing out that the philosophy of individualized instruction basic to open education allows for the inclusion of handicapped children. Noted are benefits of open education for the handicapped (such as an experience-oriented learning climate) and special techniques needed (such as provision of quiet areas for distractable children). Cited are results of a Florida study in which the philosophy of the open-middle school was deemed especially hospitable to EMR children, and listed are minimal provisions determined in that study for including handicapped children in an open environment (such as easily accessible toilet facilities). A successful California experiment which incorporated a variety of audiovisual aids and a resource center to provide a regular classroom program for EMR and EH students is described. Also noted are arguments against the open regular setting for the retarded such as the EMR child's need for a limited curriculum and teachers with specialized training. (LS)

ABSTRACT 2385

EC 07 2385 ED 105693
Publ. Date Jan 74 64p.
Sigelman, Carol K., Ed.
Behavior Modification in Three Settings. Monograph No. 2.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Social and Rehabilitation Service (DHEW), Washington, D. C.
Texas Tech Univ., Lubbock.
EDRS mf;hc

Descriptors: handicapped children; behavior change; operant conditioning; group living; interpersonal competence; exceptional child education; mentally handicapped; educable mentally handicapped; emotionally disturbed; severely handicapped; community programs; vocational rehabilitation; cooperative programs; daily living skills;

Three conference papers describe the implementation of behavior modification principles with severely handicapped (severely and profoundly retarded) institutionalized children, predelinquent adolescents in a group home, and educable retarded students in a special education secondary program. Discussed in the first paper on a behavioral approach to teaching social skills to the severely handicapped are such basic concepts as behavior measurement, contingent reinforcement, and shaping techniques. A token economy is the model presented in the second paper, dealing with predelinquent boys. Described are program elements including the community relationship, family-style environment, family therapy, and teacher parent training, along with the motivation system's three major components (point system, social reinforcement system, and self- government system). The use of a token economy with educable students in a cooperative special education and vocational rehabilitation program is considered in the final paper. Reviewed are program objectives, the 'open' token economy system, the use of sequenced job instructions as well as the academic program (for junior and senior high levels) and the work activities program (including print laboratory tasks and activities in daily living). (CL)

ABSTRACT 2446

EC 07 2446 ED 107004
Publ. Date Oct 74 61p.
Krus, Patricia H.; And Others
Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-09-332189-4533 (032)
For Related Documents, See EC 07 447 Through EC 07 449 and EC 07 45 .

Descriptors: educable mentally handicapped; vocabulary; instructional materials; evaluation; money management; exceptional child research; mentally handicapped; elementary education; concept formation; Money, Measurement and Time Program;

Field testing of the Money Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 210 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to Ss to evaluate the effectiveness of the Money Unit which was designed as a means of concept and vocabulary development for young handicapped learners. Testing demonstrated that the Unit significantly increased the EMH child's knowledge of money skills and vocabulary. The effectiveness was indicated by pretest and posttest gains, by performance levels on individual items, and by retention data. Analyses of community location effects showed that the Unit was highly effective in rural and suburban communities as well as in the urban communities. Teachers expressed a preference for the Unit over other instructional materials. (GW)

ABSTRACT 2447

EC 07 2447 ED 107005
Publ. Date Oct 74 59p.
Krus, Patricia H.; And Others
Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-09-332189-4533 (032)
For Related Documents, See EC 07 446, EC 07 448, EC 07 449 and EC 07 45 .

Descriptors: educable mentally handicapped; elementary education; vocabulary; instructional materials; exceptional child research; mentally handicapped; evaluation; concept formation; Money, Measurement and Time Program;

Field testing of the Length Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 218 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to evaluate Ss' measuring skills and vocabulary. Testing demonstrated that the Length Unit increased the EMH child's knowledge of length skills and vocabulary. However, the increase was not significantly greater than that obtained by controls. Analyses of community location effects indicated that the Unit was equally effective in the urban and suburban communities, and apparently of even greater effectiveness in the rural areas. Teachers expressed a preference for the Unit over other instructional materials. (GW)

ABSTRACT 2448

EC 07 2448 ED 107006
Publ. Date Oct 74 73p.
Krus, Patricia H.; And Others
Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-09-332189-4533 (032)
For Related Documents, See EC 07 446, EC 07 447, EC 07 449 and EC 07 45 .

Descriptors: educable mentally handicapped; elementary education; instructional materials; evaluation; exceptional child research; mentally handicapped; vocabulary; concept formation; Money, Measurement and Time Program;

Field testing of the Weight Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 227 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to determine Ss' functional understanding of weight, their weighing skills, and related vocabulary skills. Testing demonstrated that the Unit increased Ss' knowledge of weight skills and vocabulary. Analyses of communit location effects indicated that the Unit was quite effective in rural and suburban communities, as well as in urban areas. All teachers who returned evaluation forms (57%) expressed a preference for the Unit over other instructional materials. (GW)

ABSTRACT 2449

EC 07 2449 ED 107007
Publ. Date Oct 74 69p.
Krus, Patricia H.; And Others
Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-09-332189-4533 (032)
For Related Documents, See EC 07 446 Through EC 07 448 and EC 07 45 .

Descriptors: educable mentally handicapped; elementary education; instructional materials; evaluation; time; exceptional child research; mentally handicapped; vocabulary; concept formation; Money, Measurement and Time Program;

Field testing of the Time with the Clock Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 227 Ss were assigned to the experimental group, the Hawthorne group, or the control group. A criterion referenced test was administered to Ss to evaluate vocabulary and skills developed in the three books of instruction. Testing demonstrated that the Unit significantly increased the EMH child's knowledge of time skills and vocabulary. Analyses of community location effects indicated that the Unit was highly effective in rural and suburban communities, as well as in urban areas. Teachers who completed evaluations indicated a preference for the Unit over other instructional materials. (GW)

ABSTRACT 2452

EC 07 2452 ED 107010
Publ. Date Dec 74 111p.
Thurlow, Martha L.; And Others
Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-09-332189-4533 (032)
For Related Documents, See EC 07 446 Through EC 07 449.

Descriptors: educable mentally handicapped; elementary education; instructional materials; evaluation; exceptional child research; mentally handicapped; vocabulary; concept formation; Money, Measurement and Time program;

The pilot version of the Measurement of Weight Unit of the Money, Measurement and Time Program was tested with 23 higher functioning educable mentally handicapped (EMH) children (5- to 8-years-old) from regular pre-primary classes and with 17 lower functioning EMH children (8- to 10-years-old) from special classes. Pre- and posttesting, teacher evaluation forms, and Teacher Review Board meetings provided feedback on the following six aspects of the pilot version: need for instruction, instructional effectiveness, design of materials, content, sequencing, and test instruments. Revisions in the design, content, and sequencing of the Weight Unit and the accompanying tests, grew directly out of the formative evaluation plan of the Weight Unit. The value of this step in the overall evaluation plan of the Vocabulary Development Project was confirmed by the relatively final form of the Measurement of Weight Unit which resulted. (GW)

ABSTRACT 3084

EC 07 3084 ED 108429
Publ. Date 72 164p.
Group and Individually Prescribed Instruction for Handicapped Children; Instructional Program Model.
Aberdeen Municipal Separate School District, Miss.
Amory Municipal Separate School District, Miss.
Monroe County School District, Miss.
Final Project Report.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: learning disabilities; educable mentally handicapped; models; curriculum; program descriptions; exceptional child education; mentally handicapped; elementary education; regular class placement; public schools; reading; mathematics; social studies; language development; perceptual motor coordination;

Presented is the final report of a 3 year project in which an instructional program model was developed and implemented with 103 educable mentally retarded and learning disabled children (6 to 10 years old) in three Mississippi schools. General objectives of the project are said to include development of an experimental special education model which could be adopted by a school system and of a model curriculum involving individual and small group instruction. Noted are concepts on which the instructional program model is based such as regular class placement (in non graded classes), small group and individualized instruction, and instructional strategies derived following comprehensive diagnosis. Outlined in detail are the following curriculum units: math (Cuisenaire rods), social studies ("Our Working World"), sciences, reading, language, and perceptual-motor skills. Examination of the project model includes job descriptions of the staff. Summarized are services and evaluation given by the medical, speech and hearing consultants, and psychological consultants, and by the social worker and principals. Test data are analyzed to reveal the children's progress in reading, perceptual-motor development, and intellectual and psycholinguistic abilities. A major finding reported was that 101 of 103 children involved in the program obtained achievement gains that would allow them to read independently as well as under instruction. (LS)

ABSTRACT 3089

EC 07 3089 ED N. A.
Publ. Date Jul 75 8p.
Mitchell, Marlys; Lubker, Bobbie
Language and Academics for Retarded Children: An Interprofessional Model.

Language, Speech, and Hearing Services in Schools; V6 N3 P139-146

Descriptors: educable mentally handicapped; interdisciplinary approach; speech therapy; language instruction; program descriptions; exceptional child education; elementary education; speech therapists; teachers; academic ability;

The Bimodal Instruction Program (BIP) designed to unify efforts of teachers and speech clinicians as coworkers in classrooms to improve the speech and language of educable mentally retarded children has been conducted with 85 Ss in two elementary schools and a university workshop. The two modes of the program were academic instruction (reading and arithmetic) and speech and language intervention. Preliminary inspection of the pretest and posttest results revealed significant changes in language and academic behavior. (LS)

ABSTRACT 3206

EC 07 3206 ED N. A.
Publ. Date 75 12p.
Carter, John L.
Language Stimulation and School Success.
Journal of Developmental Disabilities ; V1 N2 P41-52 75

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; disadvantaged youth; culturally disadvantaged; primary grades; intermediate grades; followup studies; intervention; program effectiveness; language development;

Reporting upon a series of studies he undertook on the efficacy of language stimulation upon scholastic success, the

author discusses long term effects of an intensive short duration language stimulation program used with 64 culturally disadvantaged first grade children, a comparison of the results obtained in that program with results obtained by younger and older children, the effects of the language enhancement program upon intact full size classrooms of 30 to 35 children, and the effects of the program upon 26 educable mentally handicapped (EMH) children (mean age of 10 years). Conclusions such as the following are detailed: that after 7 years, culturally disadvantaged Ss retained their significant gain in IQ, and that EMH Ss gained significantly over controls in the areas of mental and expressive abilities. (GW)

ABSTRACT 3240

EC 07 3240 ED 09842
Publ. Date 74 67p.
Daniels, Lester W.; Campbell, David H.
Program Description, Goals and Objectives for Educational Development Group-Type A. (Educable Mentally Retarded).
Sweetwater Union High School District, Chula Vista, Calif.
EDRS mf;hc

Descriptors: educable mentally handicapped; program descriptions; interpersonal competence; public schools; exceptional child education; mentally handicapped; secondary education; educational philosophy; teaching methods; curriculum guides; special classes;

Described are the philosophy, goals, and objectives of a secondary special education class for educable mentally retarded students. Listed are unit titles and suggested methods and materials for the following eight program objectives: vocational and occupational development, economic independence, interpersonal relationship, health, leisure activity, family living, citizenship and government, and functioning in the "normal" world. Four appendixes, constituting half the document, provide information on audiovisual materials, vocational resource materials, teacher responsibilities, educational vocational program forms, and miscellaneous topics such as student self evaluation. (CL)

ABSTRACT 1615

EC 501 061 ED N.A.
Publ. Date Jan 70 5p.
Holt, Laurence E. And Others
Silvia versus Red Cross Methods in Teaching Swimming to EMR Children.
EDRS not available
American Journal Of Mental Deficiency; V74 N4 P483-7 Jan 1970

Descriptors: exceptional child research; mentally handicapped; physical activities; educable mentally handicapped; teaching methods; physical education; swimming instruction; Silvia Method

This study compared the Red Cross and Silvia (Hand and Foot Concept) methods of teaching beginning swimming to the mentally retarded. EMR subjects were randomly selected from a population of 150 children 12 to 15 years old and given six weeks of experimental swimming instruction. The Silvia method produced significantly superior results on the front crawl stroke posttest. Backstroke results showed no significant difference between the methods. No evidence of an interaction between teacher and method was observed. (Author)

ABSTRACT 63

EC 03 0063 ED N.A.
Publ. Date 70 226p.
Kolstoe, Oliver P.
Teaching Educable Mentally Retarded Children.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($5.95).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; instructional materials; educational objectives; communication skills; curriculum; interpersonal competence; psychomotor skills; recreation; vocational education; prevocational education

Combining a neurophysiological theory and a behavioral theory to conceptualize mental retardation, the author presents methods and materials for specific behavior outcomes resulting in adults who can work and live independently. Information is provided on the learner, objectives, and organization. Methods, materials, and specific outcomes for communication skills, arithmetic skills, social competencies, motor skills and recreation, esthetics, and vocational competencies are presented. Suggested units and materials are outlined for preprimary, primary, intermediate, prevocational, and vocational levels. Behaviors at each level are built upon behaviors of the preceding level. The appendix lists instructional outcomes for each skill area and level. (MS)

ABSTRACT 214

EC 03 0214 ED N.A.
Publ. Date Oct 70 5p.
Hargis, Charles H.; Ahlersmeyer, Donald E.
The Significance of Grammar in Teaching Arithmetic to Educable Retarded Children.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P104-8 Oct 1970

Descriptors: exceptional child education; educable mentally handicapped; arithmetic; grammar; language ability; learning difficulties; mentally handicapped

It is explained that the mentally handicapped child's deficiency in arithmetic reasoning may be largely accounted for by his lower language competence. Presented are some basic grammatical principles that are an important part of the language related to arithmetic. A detailed analysis of the noun phrase, which contains the fundamental language vehicle for presenting arithmetic or quantitative concepts, is presented to illustrate its arithmetic importance. (Author/KW)

ABSTRACT 224

EC 03 0224 ED N.A.
Publ. Date Sep 70 6p.
Lovatt, Michael
Mathematics and Slow Learners.
EDRS not available
Special Education; V59 N3 P15-20 Sep 1970

Descriptors: exceptional child education; educable mentally handicapped; mathematics; teaching methods; slow learners; mentally handicapped

The Nuffield mathematics approach with educable mentally handicapped boys aged 11-13 years is described. The work, based on guided discovery, discussion, and understanding, rather than on role learning or teaching specific techniques, was felt to be successful, based on the measure of increased interest, awareness, language and the ability to reason. Specific aspects covered are pictorial representation, use of concrete materials, and creating equations and puzzles. (KW)

ABSTRACT 912

EC 03 0912 ED N.A.
Publ. Date Dec 70 9p.
Sanzone, Jean F.
Educational Materials: Programed Lesson Series in Auditory Discrimination.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N4 P177-85 Dec 1970

Descriptors: exceptional child education; auditory perception; programed materials; culturally disadvantaged; educable mentally handicapped; instructional materials; language instruction; lesson plans

In 1968, the author made a comparative study of approaches to the teaching of auditory discrimination to culturally disadvantaged, educable mentally retarded children in exceptional child centers for whom a lesson kit was designed. This article describes rationale for the kit, design of the kit, its use during the research, and use of the kit now that the teachers are no longer operating under the research design. (Author)

ABSTRACT 1021

EC 03 1021 ED 046 146
Publ. Date 70 30p.
Pratt, Eugene C.
Retarded Children: A Study of Educational Strategies.
Northern Iowa University, Cedar Falls; Tri-County Special Education Unit, Manchester, Iowa
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; teaching methods; program evaluation; mentally handicapped; educational objectives; educational programs; cognitive measurement; family influences; learning theories; Iowa

To evaluate the impact of a specific program on the learning of educable mentally handicapped (EMH) children, to assess the inter and intra-cognitive differences of the EMH, and to measure the relationship of children's learning to home circumstances, students from four Iowa Primary EMH classrooms were tested over a period of one academic year. The study was felt to reveal the inter and intra-child cognitive differences. However, it was felt that anticipated but localized cognitive gains are unlikely to be produced with a population of EMH children through experimental manipulation of a single curriculum variable during one academic year. Results were also felt to suggest that conditions in the home have little to do with the child's learning in the classroom. (CD)

ABSTRACT 1727

EC 03 1727 ED N.A.
Publ. Date 70 75p.
Davis, Patricia A.
Methods and Aids for Teaching the Mentally Retarded.
EDRS not available
T. S. Denmison And Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; educable mentally handicapped; teaching methods; class activities; games; instructional materials; parent education; mentally handicapped

Presented are games, activities, techniques, and ideas to assist in the teaching of the mentally retarded. The practical suggestions are intended to be of use to both teachers and parents. Following an outline of the curriculum of the special education class and a discussion of general techniques and understandings, chapters present the teaching suggestions and aids pertinent to the following topics: communicative skills, number concepts, science, health, physical education, music, arts and crafts, and social studies and adjustment. Illustrative drawings accompany many of the activity or technique descriptions. (KW)

ABSTRACT 1750

EC 03 1750 ED N.A.
Publ. Date 70 246p.
Bell, Peter
Basic Teaching for Slow Learners.
EDRS not available
Transatlantic Arts, Inc., North Village Green, Levittown, New York 11756

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; slow learners; teaching methods; resource guides; basic vocabulary; basic reading; parent school relationship; teacher education

Designed for the teacher, the author deals with basic teaching for slow learners. Individualization is stressed through recommendations for assessment, testing and diagnostic procedures. Various teaching techniques are considered covering such areas as reading, spelling, mathematics, arts, and prevocational education. Parent-teacher relationships and teacher training are also touched upon by the author. (CD)

ABSTRACT 2670

EC 03 2670 ED N.A.
Publ. Date 70 335p.
Garton, Malinda Dean
Teaching the Educable Mentally Retarded: Practical Methods.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; educable mentally handicapped; teaching methods; class activities; unit plan; curriculum; mentally handicapped

The nontechnical book, aimed at the teacher of educable mentally retarded (EMR) or slow learning students, contains suggested materials, examples, and practical methods of teaching from the pre-readiness stage through work-study and vocational workshop stages. Following a general discussion of the educational objectives for EMR students and of the etiology and history of mental retardation, the characteristics of EMR students and guidelines for overall management and teaching techniques are presented. Examined are curriculum considerations for various age levels and methods of teaching through a unit of study. Sample core curriculum, junior high, and senior high school units are given. Special procedures for teaching the following different subjects are explained and illustrated: reading, writing, spelling, music, health, arts and crafts, arithmetic, and sensory training. (KW)

ABSTRACT 2962

EC 03 2962 ED N.A.
Publ. Date Jun 71 4p.
Edlund, Calvin V.
Changing Classroom Behavior of Retarded Children: Using Reinforcers in the Home Environment and Parents and Teachers as Trainers.
EDRS not available
Mental Retardation; V9 N3 P33-6 Jun 1971

Descriptors: exceptional child research; educable mentally handicapped; behavior change; family environment; mentally handicapped; reinforcers; parent role; teacher role

Using six Educable Mentally Handicapped subjects living at home and attending public school, a procedure was established for making reinforcers available in the home environment for cooperative and attentive classroom behavior. Throughout the program, both parents and teachers of the subjects served as trainers. At the conclusion of the study, all subjects were found to exhibit marked improvement in both academic performance and classroom behavior. (Author)

ABSTRACT 2295

EC 04 2295 ED N.A.
Publ. Date 72 6p.
Miley, Betty
Come Up to the Mountains Some Fine Day.
EDRS not available
Teaching Exceptional Children; V4 N4 P186-91 Sum 1972

Descriptors: exceptional child education; educable mentally handicapped; primary grades; field trips; sensory experience; mentally handicapped

A teacher of primary, educable mentally retarded children describes a field trip in the mountains and the following classroom activities used to reinforce the learning experience of the field trip. The field trip involved a hike and a picnic in the mountains with the major emphasis on seeing, hearing, touching, smelling, and tasting in order to develop the children's sensory experience. Upon returning to the classroom, the teacher helped the children to write a poem about their experience. The poem is included. (CB)

ABSTRACT 2765

EC 04 2765 ED N.A.
Publ. Date 72 60p.
Buchan, L. Gerald
Roleplaying and the Educable Mentally Retarded.
EDRS not available
Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 ($2.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally retarded; role playing; interpersonal competence; teaching methods

Roleplaying as a method of social learning for educable mentally retarded (EMR) children is discussed. It is suggested that roleplaying begin in the elementary primary class to help the child choose social attitudes and work habits appropriate to the school situation, and that roleplaying be continued in intermediate, junior high, and senior high classrooms to introduce new areas of experience, to improve language proficiency, to model acceptable public behaviors, and to prepare students for vocational experiences. Techniques and specific methods of roleplaying such as storytelling that ends at a crucial juncture, teacher experience, roleplaying situations for parents, and preparation for occupational adjustment through roleplaying are considered. Further techniques involving warm-up, mirroring, role training, magic shops, and modeling, evaluative procedures, and selected steps of the roleplaying process are described. Ten sample roleplaying situations designed especially for EMR children are presented. Developed is a curricular unit for a prevocational EMR class for teaching telephone procedures appropriate to social, emergency, business, and long distance calls. (GW)

ABSTRACT 105

EC 05 0105 ED 069 015
Publ. Date Jul 72 135p.
Hillman, Stephen B.
The Effects of Question Type and Position on Four Types of Learning Among Mentally Retarded Children.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-9-242178-4149-032

Descriptors: exceptional child research; educable mentally handicapped; learning processes; memorizing; inquiry training; mentally handicapped; logical thinking; teaching methods; story telling; time factors (learning)

Examined were the effects of memory and inference questions on learning in 90 educable mentally retarded children (aged 9 to 13 years) who were read a short story, each section of which was preceded or followed by a training question which cued relevant information. Results indicated that those questions which followed the presentation of sections of the story were more effective in increasing short term achievement than were those which preceded the sections of the story, that close temporal proximity between critical information to be learned and the question led to greater learning, and that those subjects who received the same type of training question and criterion question performed better on the delayed relevant criterion tests (after 15 minutes) than did those who had a mixture of question types. No differences were found between groups on the incidental criterion tests. Appendixes included the short story, the criterion tests, and the training questions. (Author/GW)

ABSTRACT 487

EC 05 0487 ED N.A.
Publ. Date Sep 72 6p.
Ross, Dorothea M.; Ross, Sheila A.
The Efficacy of Listening Training for Educable Mentally Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N2 P137-42 Sep 1972

Descriptors: exceptional child research; educable mentally handicapped; primary grades; listening skills; games; training techniques; mentally handicapped; peer relationship; reinforcement

Listening skills were taught to 33 primary grade, educable mentally retarded

children within the context of small group games to determine whether the children's inability to listen accurately was due in part to a lack of training and relevant language experiences. Procedures used in the 10 week training program included intentional teaching, peer modeling, and tangible, social, and symbolic rewards. Although the post-training total score of the experimental group was below that of an average group of the same chronological age, the experimental group surpassed the average group on one subtest and equalled it on three subtests. The absence of improvement in the control group was thought to indicate that traditional special class programs effect little improvement in listening skills. (Author/GW)

ABSTRACT 511

EC 05 0511 ED 071 236
Publ. Date Dec 71 41p.
Taylor, Arthur M. and Others
Elaboration Training and Verbalization as Factors Facilitating Retarded Children's Recall. Research Report #24.
Minnesota Univ., Minneapolis
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OE-09-332189-4533(032)

Descriptors: exceptional child research; educable mentally handicapped; paired associate learning; verbal learning; training techniques; mentally handicapped; childhood; imagery; sentences; mediation theory; learning characteristics

The effects of two types of elaboration training (imagery and sentence generation) on the paired associate learning of 32 educable mentally retarded children (aged 9 to 13 years) were compared over two levels of verbalization (none and overt). Each S was first tested on a warmup list, then trained to generate elaborations, and finally given two trials to learn a list of 18 noun pairs. Data indicated that overt verbalization would facilitate recall under both types of elaboration training, but not that recall would be better facilitated by imagery than by sentence elaboration. Possible explanations of the general effectiveness of overtly verbalized elaboration were examined. Appendixes included instructions from each of the four treatment conditions (Author/GW)

ABSTRACT 727

EC 05 0727 ED N.A.
Publ. Date Sep 72 9p.
Stockwin, A. E.
An Outline Programme Relating Work in Arithmetic to Real-life Situations.
EDRS not available
Remedial Education; V4 N3 P12-20 Sep 1972

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; mathematics; curriculum guides; games; instructional materials; number concepts; time; money management; teaching methods; guidelines

On the basis of teaching experiences with educable mentally retarded students, the author outlines a mathematics program in which arithmetic is related to life situations. Games (dice, lotto, beetles, and dominoes), football scores, and number squares are suggested as ways of introducing number concepts. Scales that can be introduced in the classroom are said to include car instruments, plug setting, thermometers, clocks, telephones, electricity meter dials, and weighing machines. The following instructional materials and activities are recommended as means of acquainting students with money concepts: adding machines, money boards, newspaper advertisements, supermarket bills, store catalogs, classroom shops, bus money, school banking, school canteen, wages, budgets, medical and hospital insurance forms, and income tax forms. Suggestions are also offered for teaching practical concepts of time, length, mass, and capacity. (GW)

ABSTRACT 785

EC 05 0785 ED N.A.
Publ. Date Dec 72 6p.
McGettigan, James F.
The Development of Number as Logical Constructions.
EDRS not available
Education and Training of the Mentally Retarded; V7 N4 P183-8 Dec 1972

Descriptors: exceptional child research; educable mentally handicapped; number concepts; intellectual development; conservation (concept); mentally handicapped; childhood; kindergarten children; teaching methods

An experimental task to determine the effects of materials and transformations on number concept development was administered to 120 educable mentally handicapped children from 8 to 10 years of age and 60 nonretarded kindergarten children. The older handicapped children and the normal kindergarten children were said to show developmentally analagous number behavior, and recommended for both groups of children was instruction which stresses conservation principles of number. (Author/DB)

ABSTRACT 971

EC 05 0971 ED N.A.
Publ. Date 72 92p.
Callihan, Margaret Humphries
Cotton Candy and Carrousels: The World of Special Children.

EDRS not available
Naylor Company, 1015 Culebra Avenue, Box 1838, San Antonio, Texas 78201 ($7.95).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; adolescents; special education teachers; teaching methods

A teacher recounts a year with 16 educable mentally handicapped children from 11 to 17 years of age. Stressed is the importance of affection in helping the children adjust to a new teacher at the beginning of the school year. Methods she used in working with the children include the individualization of questions to maximize success and the use of counting and coloring exercises. The learning process in the mentally handicapped is seen to require repetition, positive class attitudes, and flexibility of schedule. Described is the teacher's approach to reading, writing, numbers, science, and geography. Art and music activities are said to have included records, drawing, tracing, clay, and crafts. Four field trips to the fire station, circus, zoo, and the park are described as are holiday celebrations. Teaching aids used are said to have included cards, bingo, coloring books, puzzles, puppets, and audiovisual materials. Noted are weekly discussions which considered guidance matters such as health, conduct, manners, and morals. A class play is said to have increased the children's self confidence. A final chapter discusses the teacher's personal motivations, sterilization of the mentally handicapped, and the role of parents. (DB)

ABSTRACT 1015

EC 05 1015 ED N.A.
Publ. Date Fall 72 10p.
Forness, Steven R.; MacMillan, Donald L.
Reinforcement Overkill: Implications for Education of the Retarded.
EDRS not available
Journal of Special Education; V6 N3 P221-30 Fall 72

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; reinforcement; behavior change; social influences

Considered is the possibility that behavior modification methods with educable and trainable mentally handicapped children which utilize primitive reinforcement methods such as token economies are not necessary because the systematic use of social reinforcement might produce the same effect. Research is reviewed which suggests that the retarded may be more motivated by social variables than normal children. Noted are misuses of social reinforcement such as haphazardness and the reinforcement of negative behaviors. Also reviewed is research supporting the use of contingent social reinforcement in the classroom setting. Suggested is that increased teacher attention rather than tangible reinforcers may be responsible for some behavior modification program successes. (DB)

ABSTRACT 1248

EC 05 1248 ED N.A.
Publ. Date Jan 73 11p.
Mischio, George S.
Inductive Teaching Techniques for the Mentally Retarded.
EDRS not available
Focus on Exceptional Children; V4 N8 P1-11 Win 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; intermediate grades; secondary school students; teaching methods; inductive methods; discovery learning

Discussed are inductive teaching techniques for use with the educable mentally handicapped, upper intermediate and

junior-senior students. Suggested is that discovery teaching is at least as effective as rote or expository teaching. Inductive learning is given to be one aspect of discovery learning and is defined to be the procedure of supplying examples and experiences which permit the learner to induce the underlying rule involved. The educability of intelligence is thought to be one possible outcome of inductive teaching. Research is reviewed which suggests that consistent utilization of the inductive teaching style would test the efficacy of inductive teaching. Seen to be necessary in every inductive teaching interaction are problem solving, structure, feedback, and consistency. Steps recommended for the building of an informational repertoire to foster a positive learning attitude include labeling, detailing, inferring, predicting, and generalizing. A model is given of a problem solving instruction sequence combining information building with inductive teaching by means of a systems approach of yes-no decision making which allows the teacher to evaluate student performance at each step. A sample social studies lesson detailing the inductive interactions of teacher and students is given. Recommended is the gradual transition by the teacher to an inductive teaching style, and high teacher expectations. (DB)

ABSTRACT 1634

EC 05 1634 ED N.A.
Publ. Date Apr 73 3p.
Hislop, M. W. and Others
Remedial Classroom Programming: Long-Term Transfer Effects from a Token Economy System.
Mental Retardation: V11 N2 P18-20 Apr 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; elementary school children; behavior problems; operant conditioning; reinforcement; behavior change; remedial programs; class management

Ten functionally retarded children (IQ 32-75), aged 6.7 to 10.9 years, in a token economy program for the long-term remediation of disruptive classroom behavior, were given tokens exchangeable for edibles, toys, or time when they exhibited appropriate classroom behavior and provided correct academic responses. Token reinforcement was accompanied by verbal praise; and social approval was endowed separately. Parallel programing (mornings were spent in remedial and afternoons in regular classes), therapeutic carryover (effected through regular teacher and other personnel consultations), parent involvement, and therapeutic transition (effected through individually planned phasing sequences into the regular classes) proved effective. Results showed mean reduction of negative classroom behaviors from 47.7% to 29.1% for all 10 children. In the 6 month followup period, the negative behaviors diminished to a mean of 15.0% (MC)

ABSTRACT 2079

EC 05 2079 ED N.A.
Publ. Date 73 266p.
Mainord, James C.; Love, Harold D.
Teaching Educable Mentally Retarded Children; Methods and Materials.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence AVenue, Springfield, Illinois 62703 ($18.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; textbooks; teaching methods; educational methods; instructional materials; teaching methods; individualized instruction; curriculum; readiness (mental); reading tests; educational objectives; adjustment problems; personality assessment

The combination text and source book in methods and materials examines the behavior of educable mentally retarded children and describes approaches to evaluation and education. It is stressed that the consequences of evaluation should be educational planning and postschool training. General concepts such as student teacher planning are emphasized for the successful implementation of a program of individualized instruction. Considered is mental retardation, past, present, and future in terms of definitions, etiology, classification, historical educational treatments, grouping, research, psychological evaluation, and characteristics of the retarded. Presented in a discussion on curriculum and methodology for teaching the mentally retarded are guidelines for such curriculum areas as communication skills, social skills, and economic competence as well as for conventional subject areas from preprimary to secondary levels. The concept of readiness is applied to mental retardation in academic, psychological, and social areas. The integrated life experience approach is explained with sample units, objectives, and activities given. An informal reading inventory for teachers is given in full with instructions for administration and interpretation. The importance of art and music are noted. Discussed are adjustment problems of the retarded within the family, the school, and society. Also examined are difficulties in evaluating personality characteristics of the retarded. Finally, a special education viewpoint is offered which stresses the responsibility of educators to provide individualized instruction for all children regardless of degree or kind of exceptionality. (DB)

ABSTRACT 2188

EC 05 2188 ED 078 632
Publ. Date 73 157p.
Exceptional Children Conference Papers: Education of the Educable Mentally Handicapped.
Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973).

Descriptors: exceptional child education; educable mentally handicapped; program descriptions; teaching methods; behavior change; mentally handicapped; conference reports; reading comprehension; context clues; money management; cognitive development; motor development; institutes (training programs); vocational education; training techniques; word recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which simulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old indicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in Pennsylvania in preparation for teaching previously excluded EMH children. Discussed is the Charles Carroll Occupational School's program for EMH boys, which offers prevocational and vocational education, and work study experience. Six of eight EHM girls are reported employable as maids after a 6 week training program, which included class and on-the-job training, slide presentations, and a pictorial manual. A prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils centers on 2 years' research on synonyms and homonyms. (MC)

ABSTRACT 4

EC 06 0004 ED N.A.
Publ. Date Mar 73 7p.
Hampson, Eric
An Open-Area with Staff Assistants for Special Education.
EDRS not available
Slow Learning Child; V20 N1 Mar 73

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; open education; teacher aides; special classes.

The use of an open instructional area and staff assistants with educable mentally handicapped students can improve educational flexibility and improve social growth. Recognition of individual needs would include provision of moveable partitions and a clear code of conduct. The staff assistant can provide class supervision while the teacher gives a child individual counseling or confers with parents. Assistants can also aid in lesson preparation (such as gathering necessary supplies), maintenance of the special class library, study supervision of students, and clerical work and marking of standardized tests. (DB)

ABSTRACT 117

EC 06 0117 ED N.A.
Publ. Date Apr 73 4p.
Rotberg, Jay M.
Punishment in the Classroom.
EDRS not available
Education and Training of the Mentally Retarded; V8 N2 April 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; punishment; teaching methods; teacher characteristics; special classes.

In a study which used the critical incident technique to define the task of teachers of educable mentally retarded (EMR) children, findings indicated that punishment was the primary method teachers used for managing both individual and group behavior, and that more acceptable techniques were used infrequently. Punishment was used for nearly half the incidents reported although it was ineffective 75% of the time. The findings implied that educators must evaluate training programs for teachers of EMR students to determine weaknesses as well as to find methods of remedying program deficiencies. (Author/MC)

ABSTRACT 189

EC 06 0189 ED N.A.
Publ. Date Fall 73
Bender, Nila N.; Taylor, Arthur M.
Instructional Treatments Based on Learning Strategies and the Recognition Memory of Retarded Children.
EDRS not available
American Educational Research Journal; V10 N4 P337- F 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; recall (psychological); memory; teaching methods

Seventy-four educable mentally retarded junior high school students were assigned to three groups in which they received instructional treatment (elaboration, highlighting, and no specific instruction) and were later tested on two recognition measures. The Ss in the elaboration group saw picture displays and heard stories about the pictures, whereas the Ss in the highlighting group saw picture displays and were asked to think about shape, outline, and details of each picture. Major results from the two recognition measures indicated that the elaboration treatment was significantly superior to the other conditions in number of displays correctly recognized and that highlighting and control conditions did not differ significantly. (MC)

ABSTRACT 592

EC 06 0592 ED N.A.
Publ. Date Jan 74 6p.
Jenkins, Joseph R. and Others
Comparing Small Group and Tutorial Instruction in Resource Rooms.
Exceptional Children; V40 N4 P245-50 Jan 1974

Descriptors: exceptional child research; learning disabilities; resource centers; grouping (instructional purposes); tutoring; mentally handicapped; educable mentally handicapped; emotionally disturbed; elementary school students; learning processes

Compared were the effects of small group instruction and cross-age tutorial instruction on 29 learning disabled, educable retarded, or emotionally disturbed elementary school children in a resource room setting. Five experiments were performed in six different schools by six different teachers with different children. Results indicated that the children learned more from a tutor than in a small group. The effect was observed for word recognition, spelling, oral reading, and multiplication. Tutorial instruction was superior to self instruction and tutors appeared to benefit academically from the experience. (Author/MC)

ABSTRACT 753

EC 06 0753 ED N.A.
Publ. Date Oct 73 6p.
Kramer, Terence; Krug, David A.
A Rationale and Procedure for Teaching Addition.
Education and Training of the Mentally Retarded; V8 N3 P140-5 Oct 1973

Descriptors: exceptional child education; handicapped children; mathematics; instructional materials; manipulative materials; mentally handicapped; educable mentally handicapped; kindergarten; primary grades; number concepts;

Discussed is development of a manipulative system which uses dots on numerals for teaching basic mathematical concepts to mentally or variously handicapped children in kindergarten through grade 2. The system is described to serve as a communication vehicle between teacher and student, to be suitable either for children who need aid to transfer to the rote method, or children who depend on a manipulative system. The patterns on numerals are said to resemble patterns on dice or dominos, to provide for conservation (patterns stabilize perception), and to enable a student to work with he whole number (numeral is combined with number value). Explained in the text and in diagrams is the learning sequence which begins with use of the dots on all addends for counting and culminates with a conversion to rote facts. (MC)

ABSTRACT 774

EC 06 0774 ED 085 935
Publ. Date Jul 73 54 p.
A Team Teaching Approach for Middle School EMR Students.
Marion County Schools, Ocala, Fla. Dept. of Exceptional Child Education.
Florida State Dept. of Education, Tallahassee.
EDRS mf, hc
(For Related Information See EC 051924)

Descriptors: exceptional child education; educable mentally handicapped; middle schools; team teaching; program descriptions; mentally handicapped; childhood; adolescents; special classes; program evaluation; behavior change

Described and evaluated is a Marion County, Florida, program which applied the team teaching method to instruction of 45 educable mentally retarded 10-to 14-year-old students. It is stressed that the philosophy of the middle schools and of team teaching is to provide a means of meeting individual needs of students. Described are the program's physical facilities (one large and two small classrooms), qualifications of five team members, the student population (97% black), and curriculum development. Explained are goals and objectives in the areas of self concept, social relations, and academics. Reported are results of program evaluation showing that growth in the areas of reading and arithmetic matched the time lapse between test administrations, and that important positive behavioral changes were observed in student attitudes, independence and pride in work, peer relationships, and self control. A final section focuses on the instructional process of the teaming program in terms of variables (such as the need for peer group acceptance), staff, and program scheduling and policies. Also discussed is the process of developing individual educators to become cooperating team members. Recommendations are given in the areas of personnel selection, classroom management, curriculum, and physical space. Appended are a questionnaire, a teacher evaluation form, and a lesson plan form. (DB)

ABSTRACT 882

EC 06 0882 ED N.A.
Publ. Date Dec 73 4p.
Ross, Dorothea M. and Others
Rhythm Training for Educable Mentally Retarded Children.
Mental Retardation; V11 N6 P20-3 Dec 1973

Descriptors: exceptional child research; educable mentally handicapped; teaching methods; role models; mentally handicapped; music; primary grades; rhythm skills

Intentional training and modeling procedures were used to teach rhythm skills to 14 primary grade, educable mentally retarded children (experimental group) within the context of small-group rhythm bands, pre-dance movement activities, games, and stories during an intensive 4-week program. The control group spent equal time in a traditional primary music program and an unrelated project under motivational conditions similar to conditions in the rhythm training program. Results on posttraining measures showed marked improvement by the experimental group over pretraining performance, and no improvement by the control group (Author/MC)

ABSTRACT 883

EC 06 0883 ED N.A.
Publ. Date Dec 73 5p.
Nelson, Rosemery and Others
Video Taped Modeling: The Development of Three Appropriate Social Responses in a Mildly Retarded Child.

Mental Retardation; V11 N6 P24-8 Dec 1973

Descriptors: exceptional child research; educable mentally handicapped; role

models; behavior change; video tape recordings; mentally handicapped; early childhood; operant conditioning; reinforcement; social adjustment

A 7-year-old mildly retarded boy learned the social responses of asking grammatically correct questions, smiling, and speaking about appropriate discussion topics through a modified multiple baseline procedure involving video taped modeling. Each of the three target behaviors were taught sequentially by having the S view a video tape of two normal 7-year-old models in the modeling condition, giving instructions and reinforcing social behaviors, and combining the three modes. The results had implications for the theoretical superiority of combining the three treatment procedures, the practical feasibility of model presentation by video tape, and the use of nonretarded peers as models. (Author/MC)

ABSTRACT 886

EC 06 0886 ED N.A.
Publ. Date Dec 73 5p.
Mc vey, G. F.
Learning Experiences via Educational Technology for the EMR.
Mental Retardation; V11 N6 P49-53 Dec 1973

Descriptors: exceptional child education; educable mentally handicapped; audiovisual aids; media technology; program budgeting; mentally handicapped; stimulus behavior; concept formation; student participation

A sampling is provided showing specific instances in which audiovisual aids have proved effective or have showed potential promise for the education of educable mentally retarded students. Examples included range from media used solely as attention-orienting psychophysiological stimuli to media used to develop more complex concept-building skills. Student participation in the development and utilization of media is highly recommended. a behaviorally oriented rationale for continued and greater use of such media is proposed, and a basic budget for technical support components is provided. (Author/MC)

ABSTRACT 1043

EC 06 1043 ED N.A.
Publ. Date Jan 74 5p.
Edelson, Richard I.; Sprague, Robert L.
Conditioning of Activity Level in a Classroom with Institutionalized Retarded Boys.
American Journal of Mental Deficiency; V78 N4 P384-8 Jan 1974

Descriptors: exceptional child research; educable mentally handicapped; hyperactivity; behavior change; technology; mentally handicapped; adolescents; operant conditioning; training techniques; reinforcement

Evaluated was a method of controlling the attention and activity level of 16 highly active, educable mentally retarded, institutionalized boys (mean age 12.7 years). Ss were brought into a classroom four at a time and shown filmstrips on which they were later tested. Stabilimetric cushions and behavioral relay equipment automatically counted and reinforced seat movement. There were five experimental periods comprising three baseline and two sequences of reinforcement contingency: first reinforcement for decreasing and then increasing movement, followed by order). The reinforcement contingencies significantly altered the Ss' activity. The study indicated the possibility of mechanizing some behavior modification procedures. (Author/DB)

ABSTRACT 1129

EC 06 1129 ED N.A.
Publ. Date Dec 73 5p.
Barcott, Richard A.
Time-Telling Instruction in Special Education Classes.
Education and Training of the Mentally Retarded; V8 N4 P207-11 Dec 1973

Descriptors: exceptional child research; educable mentally handicapped; time; programed instruction; evaluation; mentally handicapped; elementary school students; junior high school students; daily living skills

Evaluated was a new programed instructional unit in time-telling skills with 16 educable mentally retarded children from special intermediate or junior high classes. Ss were selected who met criteria such as counting by fives and reading at or above the second grade level. The program's seven phases went from tasks such as counting the minutes on a clock face to writing the time without any cues. A criterion referenced test was used to analyze pretest and posttest data. Although the criterion set for the study was not reached, analysis showed that Ss with reading grade levels above 2.6 showed the greatest improvement in time-telling skills, and that the program increased time telling skills by an average of 18%. (DB)

ABSTRACT 1772

EC 06 1772 ED090 730
Publ. Date Jul 68 18p.
Warner, Valerie A.
Gifted Children as Tutors of Educable Mental Retardates. Mental Retardation Training Program Technical Report Series 68-1.
Ohio State Univ., Columbus.
EDRS mf,hc
Mental Retardation Training Program, 9 West Buttles Avenue, Columbus, Ohio 43215.

Descriptors: gifted child research; gifted; educable mentally handicapped; tutoring; student attitudes; mentally handicapped; elementary school students; peer relationship

Nine gifted 5th grade students received a 2-week training program, tutored 36 educable mentally retarded (EMR) 1st grade students for 12 weeks, and later gave responses on an attitude scale (as did 15 gifted nonparticipating controls). During training the experimental Ss were taught to use materials such as readiness books and a flannel board, were shown pictures and studies of retarded children, and were acquainted with the kind of behavior to expect from their students. The Ss made lesson plans according to a summary of each 1st grade child's need for aid with basic number facts, reading level skills, and art skills, and also developed progress reports. Each Ss tutored three tutees 45 minutes twice weekly. Questionnaire items such as 'should retarded children be in school?', and 'would you invite a retarded child to your birthday party?' elicited the following attitudes: experimental Ss were more accepting of EMR students in a school situation, and were more willing to accept the EMR child in their homes (but hesitant to have an EMR child eat with the family) than controls; and neither experimental nor control Ss fully understood the concept of retardation although the experimental Ss had a greater understanding. A year after the study the gifted tutors continued to work with the EMR students. (MC)

ABSTRACT 1868

EC 06 1866 ED N.A.
Publ. Date 74 393p.
Blake, Kathryn A.
Teaching the Retarded.
Prentice-Hall Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($9.95).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; teaching methods; curriculum design; class management; class activities; educational methods; remedial instruction; evaluation; testing; instructional materials; textbooks

Considered in the text on teaching educable mentally retarded (EMR) children are instructional domains and resources, the design of instructional programs, and management of the instructional program. Stressed is the need for systematic planning and instruction to raise achievement levels of EMR students. Discussed in the introductory chapter are definitions of MR, appropriate performance expectations, instructional design tasks, and learner characteristics. Part I, on domains and resources, consists of five chapters on the following areas: oral language (listening and speech), reading, written language, arithmetic, and personal-social skills. Provided in each chapter are a list of behavioral objectives for the reader, a breakdown of activities in the domain being considered, and a listing of instructional resources appropriate for the area. The design of instructional programs is focused on in the four chapters of Part II. Chapters are concerned with specifying program structure (including determining instructional objectives, instructional sequences, and entering behaviors); selecting instructional procedures and evaluating them for practicality and effectiveness; applying specific and general principles of learning; and evaluating students (selecting and constructing tests). Discussed in the final section (two chapters) on management are the organization of instruction (such as separate subject teaching, prescriptive teaching, work study programs, and unit teaching); and resources and conditions for teaching (such as grouping and planning). Appended are an example of Individually Paced Instruction in Reading and the American Heritage List of the 3000 most frequently used words. (DB)

ABSTRACT 1966

EC 06 1966 ED N.A.
Publ. Date May 74 7p.
Levy, Joseph
Social Reinforcement and Knowledge of Results as Determinants of Motor Performance Among EMR Children.
American Journal of Mental Deficiency; V78 N6 P752-8 May 1974

Descriptors: exceptional child research; educable mentally handicapped; task performance; social reinforcement; feedback; mentally handicapped; childhood; adolescents; perceptual motor coordination; behavior modification; behavior change

Eighty 8- to 14-year-old educable mentally retarded children were examined to determine the effect of social reinforcement incentives (tangible, praise, reproof, and control) and knowledge of results on the performance of an accuracy motor task. Results of variance analysis indicated that motor performance with this population improved in all social reinforcement conditions to a greater degree when knowledge of results was present than when it was absent. (Author/MC)

ABSTRACT 1959

EC 06 1959 ED N.A.
Publ. Date May 74 7p.
Lebrato, Mary T.; Ellis, Norman R.
Imagery Mediation in Paired-Associate Learning by Retarded and Nonretarded Subjects.
American Journal of Mental Deficiency; V78 N6 P704-13 May 1974

Descriptors: exceptional child research; educable mentally handicapped; paired associate learning; memory; imagery; mentally handicapped; adolescents; mediation theory; training techniques

Three experiments assessed the relative effectiveness of an imagery mnemonic on the paired-associate learning of 24 nonretarded and 24 educable mentally retarded (EMR) adolescents. In each experiment, learned a 10-unit rhyme (one-bun, two-shoe...) and subsequently learned word associates to the numbers 1 through 10. Verbally instructing subjects to use the mnemonic facilitated the recall of nonretarded subjects but not of EMR Ss. Pretraining with pictures of the numbers and rhyme objects named substantially improved the recall of both groups, with a tendency to facilitate the EMR more than the nonretarded Ss. The imagery mnemonic tended to reduce intralist intrusion errors for ERR more than for nonretarded Ss. The results suggested that the imagery mnemonic may be a valuable aid in the learning of retarded persons. (Author/MC)

ABSTRACT 2073

EC 06 2073 ED N.A.
Publ. Date Sum 74 4p.
Weiner, Ken
From Out of the Past--Old Time Radio Rides Again.
Teaching Exceptional Children; V6 N4 P210-3 Sum 1974

Descriptors: exceptional child education; emotionally disturbed; educable mentally handicapped; tape recordings; mentally handicapped; elementary school students; secondary school students; listening comprehension; communication skills; Radio Programs

Children 10 to 12 years of age in a class for the emotionally disturbed were spellbound while listening to a 1-hour tape of an old radio show 'The Shadow' and later indicated comprehension through their answers to questions. Two children who displayed seemingly inattentive behavior during the second 1/2 hour were found by the psychologist to have drawn pictures of the submarine featured in the story line. Old radio programs such as 'Suspense' and 'Henry Aldrich' were obtained from an instructional materials center for development of skills such as listening, sequencing, and creative writing. An inner city high school teacher of educable mentally retarded boys reported success as a result of delineating objectives and using the tapes for improvement of skills such as recognition. (Sources of radio program tapes are included). (MC)

ABSTRACT 2173

EC 06 2173 ED 093 107
Publ. Date Aug 73 101p.
Park, Ok Dong
The Effects of Feedback Media Upon Psychomotor Performance of Mental Retardates.
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; intelligence level; feedback; performance factors; mentally handicapped; adolescents; psychomotor skills; training techniques; video tape recordings; verbal learning

Compared was the effectiveness of videotape feedback, verbal feedback, and a combination of videotape and verbal feedback upon the psychomotor performance of 90 borderline, mild, and moderately retarded adolescent students in a residential school. The students were divided into a high intelligence group and a low intelligence group and then randomly assigned in groups of 15 to the videotape, verbal, and combination conditions. A mailing task involving envelope stuffing was demonstrated to each student by videotape, after which the student was asked to perform the psychomotor task. Measures of performance were the student's scores for the first and last trials of the task and the total number of envelopes stuffed in 30 minutes. Covariant and two-way analysis of the students' scores on the envelope stuffing and two-way analysis of variance for number of envelopes stuffed during the three conditions indicated that the verbal feedback group performed significantly higher than the other groups, that there was no difference in number of envelopes stuffed by the groups, and that the high intelligence groups stuffed a larger number of envelopes than the low intelligence groups. (Author/MC)

ABSTRACT 2706

EC 06 2706 ED N.A.
Publ. Date Aug 74 3p.
Thibodeau, Gerard P.; Vitello, Stanley J.
The Use of Programmed Instruction in Developing the Computational Skills of Mentally Retarded Children.
Mental Retardation; V12 N4 P46-8 Aug 1974

Descriptors: exceptional child research; educable mentally handicapped; programed instruction; mathematics

Thirteen pairs of educable mentally retarded children were matched on a pretest of arithmetic computation. The control group received drill and practice on one-step addition and group received the same drill and practice in a programed format. subtraction in traditional worksheet format. The experimental Although the experimental group did not perform significantly better than the control group, advantages of the programed format included provision of a success oriented alternative to traditional drill worksheets. (Author/DB)

ABSTRACT 2519

EC 06 2519 ED N.A.
Publ. Date 74 115p.
Wagner, Lee
Teaching Crafts to the Mentally Retarded.
T. S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; teaching methods; art; handicrafts; guidelines

General guidelines for teaching crafts to the mentally handicapped are presented, as well as specific instructions for numerous craft projects which are described as suitable for educable or trainable mentally handicapped individuals. General guidelines are provided which deal with the necessity of maintaining an encouraging attitude, the general routine of institutionalized persons, means of communicating to establish self image or awareness of objects, model evaluation charts, and basic craft skills, such as coloring and knowledge of line and design. Materials are listed and instructions provided for numerous craft projects in the areas of paper crafts, wood crafts, leather and moldables, stenciling and painting, and making rugs and knitting. Included are suggestions for using odds and ends of materials from other projects. (GW)

ABSTRACT 178

EC 07 0178 ED N.A.
Publ. Date Oct 74 7p.
Bellamy, G. Tom; Bellamy, Terry T.
Descriptive Concepts for Preschool Retarded Children.
Education and Training of the Mentally Retarded; V9 N3 P115-21 Oct 1974

Descriptors: preschool education; concept formation; teaching methods; exceptional child research; mentally handicapped; educable mentally handicapped;

A procedure for teaching descriptive concepts was implemented with four preschool retarded (mean IQ 68) Ss were

taught concepts (such as big-litte) by use of object pairs which differed only in the property distinguishing the concept. All students learned correct responding to tasks used during teaching and developed concepts, as evidenced by performance on novel tasks. Replication of the program with still younger retarded children was equally successful. The results support the view that preschool retarded children can be taught many of the skills with which other children enter public schools. (Author/DB)

ABSTRACT 247

EC 07 0247 ED N.A.
Publ. Date Fal 74 1p.
Baca, Mario L. M.
What's Going on in the Bilingual Special Education Classroom?
Teaching Exceptional Children; V7 N1 P25 Fall 1974

Descriptors: educable mentally handicapped; Mexican Americans; bilingual students; Elementary Education; Teaching Methods; elementary Education; Minority Groups; second language learning; Class Activities; Program Descriptions;

A teacher of 15 educable mentally handicapped elementary school children (14 of whom were of Chicano descent) used informal and structured bilingual approaches to help children become aware of the value of their language and culture and lose their fear of working with two languages. In an atmosphere of relaxed acceptance of both English and Spanish, children developed skills in such areas as oral and written language (bilingually), fine motor skills, and individual artistic expression. Among more structured activities provided were vocabulary building, using flannel board cut-outs and student made drawings and books to teach body parts, and use of the Language Master and tape recorder to teach alphabet letters, colors, and vowels. (LS)

ABSTRACT 474

EC 07 0474 ED 098 753
Publ. Date 31p.
Lynch, William W.
Teaching Styles in Schools for Educable Mentally Retarded Children in the Netherlands: A Report to the Spencer Foundation.
EDRS mf,hc

Descriptors: educable mentally handicapped; teacher characteristics; cognitive development; student teacher relationship; comparative education; exceptional child research; mentally handicapped; teaching methods; self control; locus of control; Netherlands;

Investigated for purposes of comparison with American counterparts were teaching styles used in eight classes in special schools for the educable mentally handicapped (EMH) in the Netherlands. Ss tended to be placed in the special schools earlier than EMH students in the U.S. are placed in special classes. Classes were observed to determine teaching style and children were administered a version of the Intellectual Achievement Responsibility Questionnaire, a measure of locus of control. The level of intellectual stimulation and types of learning opportunities offered were evaluated along the following parameters: level of cognitive demands, variability of cognitive demands, sources of cognitive demands, richness of activities, pupil task involvement, degree of individualization, sources of individualization, and modes of teacher influence. Comparison with American classes revealed that Dutch teachers depend much less on recitation, discussion, and individual interactive tutoring than American teachers, that Dutch children displayed a much higher degree of self direction and persistence than American children, and that Dutch children showed a slightly lower level of internal locus of control than American children. Noted is the lack in the Netherlands of consistency in pedagogical theory, curriculum, or teaching style and the high degree of reliance upon the individual teacher in supervising instruction. (DB)

ABSTRACT 611

EC 07 0611 ED N.A.
Publ. Date Nov 74 7p.
Turnbull, Ann Patterson
Teaching Retarded Persons to Rehearse Through Cumulative Overt Labeling.
American Journal of Mental Deficiency; V79 N3 P331-7 Nov 1974

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; childhood; memory; task performance; training techniques; classification; transfer of training;

Twenty educable mentally retarded Ss (9 to 13 years old), divided into two treatment groups, were given a pretest, 14 training sessions, and a posttest on a 7-position serial memory task. The experimental group was given specific instructions in cumulative overt labeling and practiced this technique with prompting during the 14 training sessions. On the posttest with no accompanying instructions to rehearse, all experimental Ss continued to engage in cumulative overt labeling and performed significantly better than the control group. (Author)

ABSTRACT 703

EC 07 0703 ED N.A.
Publ. Date Dec 74 5p.
Taylor, George R.; Watkins, Susan T.
Active Games: An Approach to Teaching Mathematical Skills to the Educable Mentally Retarded.
Arithmetic Teacher; V21 N8 P674-8 Dec 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; elementary education; mathematics; teaching guides; teaching methods; games; physical activities; skill development;

In the belief that educable mentally handicapped children learn mathematical skills and concepts better through active games than through traditional approaches, the author suggests games related to the following areas of elementary school mathematics: the number system, addition, subtraction, multiplication, fractions, measurement, telling time, and the monetary system. One game is described for each area, and the description includes an explanation of the instructional objective, the actual activity, and expected outcomes. (GW)

ABSTRACT 755

EC 07 0755 ED N.A.
Publ. Date Win 74 3p.
Wilson, Val; MacKenzie, R. A.
Traffic Safety for Special Children.
Pointer; V19 N2 P92-4 Win 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood; safety education; traffic regulations; traffic signs; teaching methods; class activities;

In a 6 weeks unit on traffic education using flannel graphs, filmstrips and models, 12 special class students (IQ 55-82) ages 7-to 11-years-old learned six basic skills including crossing a road, obeying traffic lights and walking on country roads. (CL)

ABSTRACT 760

EC 07 0760 ED N.A.
Publ. Date Win 75 3p.
Iceman, Judith A.
Working with Money.
Pointer; V19 N2 P102-4 Win 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; intermediate grades, money management; class activities; teacher developed materials; games;

Described are games and related activities used to teach money skills to intermediate educable mentally retarded students. The skills to be taught are arranged in a hierarchy from naming all coins to counting the change after a purchase. Provided is a diagram of a teacher made game. (CL)

ABSTRACT 835

EC 07 0835 ED N.A.
Publ. Date Dec 74 2p.
Greelis, Michael
Media Stimulation and Exceptional Children.
Mental Retardation; V12 N6 P30-1 Dec 1974

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; self concept; video tape recordings; audiovisual aids; teaching methods; instructional media;

Media techniques can be used in the actual treatment of medium and high functioning retarded persons. Five video systems such as instant replay and live self observation and prerecorded videotapes are helpful in developing positive self image and in encouraging parental visits. (CL)

ABSTRACT 1262

EC 07 1262 ED 101 520
Publ. Date May 74 257p.
Gargiulo, Richard Michael
The Effect of Labels Only and Labels with Instruction on the Concept At-

tainment of Educable Mentally Retarded and Normally Developing Boys of School Age. Technical Report No. 301.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
National Inst. of Education (DHEW), Washington, D.C.
OEC 5-10-154
EDRS mf, hc

Descriptors: educable mentally handicapped; concept formation; verbal learning; teaching methods; exceptional child research; mentally handicapped; age; learning processes;

Examined were the effects of verbal labels alone and in combination with two types of instruction on the concept attainment of 80 educable mentally retarded and 80 normal boys of school age matched for mental age. For learning the concept 'equilateral triangle' Ss were randomly assigned to one of four experimental treatment conditions: verbal labels and instruction on pentagon labels, verbal labels and instruction on equilateral triangle labels, verbal labels only, and verbal labels and instruction on cutting tool labels (control). Administered was the Equilateral Triangle Test Battery, with subtests measuring concrete, identity and classifactory concept attainment. Analysis of test scores indicated the following findings: that, as hypothesized, boys of higher mental age performed better than boys with lower mental age; that as hypothesized, there was no significant difference in the mean scores of the educable retardates and normal Ss; that the hypothesized treatment effect was found only for the vocabulary measure of the formal level subtest; and that the normal boys performed at the classifacatory level while the retardates did not. Included in the eight appendixes are drawings of stimulus materials, samples of instructional lessons and teacher evaluation forms. (CL)

ABSTRACT 1299

EC 07 1299 ED N. A.
Publ. Date 73 138p.
Carkin, Helen S.
Instant Art Lesson Plans.
Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001

Descriptors: exceptional child education; general education; mentally handicapped; educable mentally handicapped; elementary education; art education; art materials; handicrafts; lesson plans; educational objectives; teaching methods; motivation; evaluation;

Presented are 60 art projects in lesson plan form for use by teachers of normal and educable mentally retarded elementary school students. Listed for each project are specific objectives, materials needed, steps in motivating students, and suggestions for presentation and evaluation. Examples of projects include carrot batik, crayon rubbings, invisible finger painting, mosaic mobiles, and stone sculpture. Teaching philosophy and methods are explained in an introductory section. Also provided are a glossary and the script from a training film on methods of teaching art to the mentally retarded. (LH)

ABSTRACT 1315

EC 07 1315 ED 101 527
Publ. Date Aug 72 25p.
Keilitz, Ingo and Others
Increasing Mentally Retarded Adolescents' Verbalizations About Current Events. Working Paper 278.
Parsons Research Center, Kans.
EDRS mf; hc

Descriptors: trainable mentally handicapped; operant conditioning; teaching methods; verbal communication; time factors (learning); exceptional child research; mentally handicapped; educable mentally handicapped; adolescents; behavior change; institutionalized (persons); television; project MORE:

Operant conditioning principles were used to promote verbalizations based on current event television news stories in three institutionalized 15-year-old retardates. Percentages of correct responses concerning the videotaped news segments were recorded in four experimental conditions: baseline, massed news with tokens and praise contingent on appropriate verbal response, news distributed overtime without reinforcement, and distributed news with contingent tokens and praise. Results indicated that the use of reinforcement and distribution of the news positively affected the Ss' verbal behavior. Demonstrated was the affect on verbalization of antecedent conditions (exposure to television news), suggesting television's potential as an aid in language instruction. (CL)

ABSTRACT 1334

EC 07 1334 ED 102 754
Publ. Date May 74 13p.
Blackhurst, A. Edward
Auditory Learning Monograph Series; 6: Effect of an Oral Advance Organizer on the Learning and Retention of EMR Adolescents.
Michigan State Univ., East Lansing. Consortium on Auditory Learning Materials for the Handicapped.
Office of Education (DHEW), Washington, D. C.
EDRS mf; hc
For Related Documents See EC 070 551, 070 555, 07 1329 Through 07 1333 and 07 1335 Through 07 1339.

Descriptors: educable mentally handicapped; aural learning; teaching methods; learning modalities; retention; exceptional child research; mentally handicapped; secondary education; listening comprehension;

Ninety educable mentally retarded (EMR) adolescents listened to recorded material with and without oral advance organizers in an evaluation of the effectiveness of instructional techniques derived from subsumption learning theory on their learning and retention of meaningful information. Ss were randomly assigned to either an experimental group, which listened to an expository advance organizer and a subsequent learning passage; a traditional group, which listened to a traditional introductory passage and the same learning passage; or a control group. Analysis of criterion measures administered to measure learning and retention revealed that the difference between the mean learning scores of the experimental and traditional groups was not significant, ant that retention scores did not differ significantly from learning scores. It was concluded that use of an expository advance organizer was no more effective than traditional expository techniques when information was presented orally to EMR adolescents. (LS)

ABSTRACT 1344

EC 07 1344 ED N.A.
Publ. Date Win 75 3p.
Shulene, John A.
Question: When Is a Picture a Riddle? Answer: When the Riddle Is the Picture!
Teaching Exceptional Children; V7 N2 P68-70 Win 1975

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; childhood; adolescents; teaching methods; information processing; verbal ability; safety education; Riddles;

Given are examples of pictorial riddles on environmental safety which have increased verbal information processing skills in educable mentally handicapped children ages 7- to 16-years. (CL)

ABSTRACT 1481

EC 07 1481 ED 104 040
Publ. Date 73 16p.
Marcy, Carmen and Others
Implementing an Individualized Data Based Model of Education to Keep a Nine Year Old Boy in His Regular, Public School Classroom.
Addison Northeast Supervisory Union, Bristol, Vt.
EDRS mf; hc

Descriptors: educable mentally handicapped; regular class placement; teaching methods; nonprofessional personnel; exceptional child research; mentally handicapped; behavior change; program effectiveness; reading; language development; mathematics;

A paraprofessional was trained to provide an individualized reading, math and language arts program to a 9-year-old educable mentally retarded boy in a regular classroom. A 5-month period of reading sessions with the classroom teacher emphasizing oral reading and comprehension contingent on word acquisition and imitation training for word acquisition produced an improvement of .8 reading levels. The child completed the first five books in the Palo Alto language program which stresses immediate correction of written work and imitation training for oral responses. Progress on the math program was measured at an increase of two grade levels. (CL)

ABSTRACT 1650

EC 07 1650 ED 104 050
Publ. Date Apr 73 33p.
Riegel, R. Hunt and Others
The Effects of Training in the Use of a Grouping Strategy on the Learning and Memory Capabilities of Young EMR Children. Research Report #48.

Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Minnesota Univ., Minneapolis. Dept. of Special Education.
OEG-09-332189-4533 (032)
EDRS mf,hc

Descriptors: educable mentally handicapped; learning characteristics; teaching methods; language instruction; associative learning; exceptional child research; mentally handicapped; childhood; program effectiveness; retention;

Compared was the effectiveness of language development training in 29 educable retarded children (mean CA 7.7 years) and associative grouping training in 32 educable retarded children (mean CA 8.3 years). Trained teachers instructed the children for daily half-hour sessions using either the Peabody Language Development Kit, or sequenced activities designed to teach organization and learning and recall strategy. Analysis of test date (including the sampling organization and recall through strategies test and two subtests of the Illinois Test of Psycholinguistic abilities) indicated that the Ss trained to seek and utilize associations between stimuli improved significantly on sorting and recall measures. Although training in associative grouping improved utilization of presented organization, no differences were found between the groups on measures of total recall. (CL)

ABSTRACT 1656

EC 07 1656 ED 104 056
Publ. Date Mar 74 93p.
Taylor, Arthur M. and Others
Elaboration as an Instructional Technique in the Vocabulary Development of EMR Children. Research Report #59.
Minnesota Univ., Minneapolis. Research, Development, And Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Minnesota Univ., Minneapolis, Dept. of Special Education.
OEG-09-332189-4533 (032)
EDRS mf,hc

Descriptors: educable mentally handicapped; teaching methods; vocabulary development; associative learning; exceptional child research; mentally handicapped; primary grades; elaboration;

Due to recent interest in the use of elaborative contexts to enhance associative learning, the effectiveness of elaboration as an instructional technique in vocabulary development was evaluated with 107 educable mentally retarded children in three primary level classes. Ss were given vocabulary instruction under one of three instructional conditions: Relational (relational elaborations and thematic summary), Non-Relational (non-relational elaborations and non-relational summary), and Mixed (non-relational elaborations and thematic summary). Analyses of data related to vocabulary development and the utilization of instructional strategies indicated that all conditions demonstrated increases in 'specific' vocabulary development and that the utilization of instructional strategies varied with the conditions. Evaluation of the three instructional conditions revealed that those receiving thematic summaries (the Relational and Mixed conditions) resulted in generally better performances. Results led to several suggestions for the development of elaboration-based vocabulary instruction for retarded children such as that concrete vocabulary words are easier to develop than are more abstract words. (Appendixes include a sample vocabulary lesson and the four tests used in the study.) (LS)

ABSTRACT 1686

EC 07 1686 ED N. A.
Publ. Date Win 75 3p.
Marpet, Louis; Prentky, Joseph
Tips on Developing a Motivational Chart.
Journal for Special Educators of the Mentally Retarded; V11 N2 P113-5 Win 75

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; class activities; motivation; teacher developed materials; teaching methods;

Described are tips on developing motivational and experience-activity charts for use with educable retarded students. Listed are such chart motivational elements as size and surprise. Basic information is provided about the experience-activity charts, and the value and examples of the daily experience, current events and conversation recording charts are given. (CL)

ABSTRACT 1868

EC 07 1868 ED N. A.
Publ. Date Oct 74 6p.
Fuller, Renee
Breaking Down the IQ Walls: Severely Retarded People Can Learn to Read.
Psychology Today; V8 N5 P96-100 102 Oct 74

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; basic reading; teaching methods; success factors;

Described is a reading method which is reported to have been successfully used to teach severely and mildly retarded (IQs from the 20's to 70's) to read with good comprehension. It is explained that the method uses only three basic figures to form all the letters, uses only capital letters, and stresses content based on action adventures. It is reported that little correlation was found between IQ level and reading achievement and that secondary effects included improved personalities, self concepts, and increased verbalization. (DB)

ABSTRACT 2895

EC 07 2895 ED N. A.
Publ. Date May 75 5p.
Haring, Norris G.; Krug, David A.
Evaluation of a Program of Systematic Instructional Procedures for Extremely Poor Retarded Children.
American Journal of Mental Deficiency ; V79 N6 P627-31 May 1975

Descriptors: educable mentally handicapped; economically disadvantaged; regular class placement; precision teaching; exceptional child research; mentally handicapped; disadvantaged youth; childhood; program effectiveness; teaching methods;

A demonstration program was conducted in which 54 innercity children (ages 9-to-12-years), classified as educable mentally retarded, were placed into self contained classrooms with two classes being taught by precision teaching procedures and two classes being taught by the methods particular to their teachers. Results showed that 60% of the Ss taught by precision-teaching procedures were capable of acquiring the basic skills necessary for regular class placement. (Author/CL)

ABSTRACT 3018

EC 07 3018 ED N. A.
Publ. Date 74 56p.
Lucas, Virginia
Classroom Activities for Helping Slower Learning Children.
Center for Applied Research in Education, 521 Fifth Avenue, New York, New York 10017 ($3.95)

Descriptors: exceptional child education; slow learners; mentally handicapped; educable mentally handicapped; class activities; games; teaching methods; teacher developed materials;

Described are 41 classroom activities for helping slow learning children. Independent activities and group activities are presented in terms of primary, intermediate, and advanced levels. Examples of independent activities are using egg cartons to provide practice in simple addition facts and reading a catalog to find information. Group activities described include hangman and word baseball. Listed for each activity are objectives, time required, materials, preparation, and directions. (CL)

ABSTRACT 3058

EC 07 3058 ED N. A.
Publ. Date Spr 75 6p.
Ogletree, Earl J.
Teaching Good Handwriting Through Geometric Drawing as a Therapy for the EMR Child.
Journal for Special Educators of the Mentally Retarded; V11 N3 P146-151

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; handwriting; eye hand coordination; teaching methods;

The educable mentally retarded child develops good handwriting through drawing of geometric patterns. Instruction should emphasize repetition and control, and should progress from simple circles and straight lines to wavy forms and, finally, to more complex "metric" patterns. (CL)

ABSTRACT 3059

EC 07 3059 ED N. A.
Publ. Date Spr 75 4p.
Stainback, William C.; Stainback, Susan B.

A Few Basic Elements of Token Reinforcement.

Journal for Special Educators of the Mentally Retarded; V11 N3 P152-155

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; positive reinforcement; operant conditioning; behavior change; teaching methods; Token Economy;

A discussion of token reinforcement is directed to teachers of educable mentally retarded children. Described are such aspects as recording observable behaviors, token dispensation, ignoring, time-out, schedules of reinforcement, and record keeping. (CL)

ABSTRACT 3522

EC 07 3522 ED 111148
Publ. Date Jun 74 61p.
Dalton, Robin; Lynch, William W.

The Effects of an 'Episodic' Style of Teacher Questioning on EMR Pupils' Lesson Performance and Learning of Orally Presented Materia..

Indiana University, Bloomington. Center for Innovation in Teaching the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
OEG 9-242178-4149-032
Final Report 29.31.

Descriptors: educable mentally handicapped; teaching methods; learning characteristics; questioning techniques; memory; exceptional child research; mentally handicapped; intermediate grades; motivation; cognitive processes; interaction process analysis; student teacher relationship;

Compared was the relative effectiveness of two teacher questioning styles on the motivation and learning of eight intermediate educable mentally retarded pupils. Interactive process data and pupil achievement on a recall posttest were examined for two different types of lessons: one utilizing 'episodic' questions (that encouraged the child to relate his personal experiences to lesson content) and the other utilizing 'semantic' questions (which emphasized only the recall and processing of factual material). Results revealed differences in teacher behavior, pupil responses, pupil language production, teacher-pupil interaction, and pupil recall. For example, greater self initiated pupil response, individual pupil verbal output, and teacher probing of pupil responses occurred during episodic teaching; but teachers provided more positive feedback and students were more able to recall new information during semantic teaching. (LH)

ABSTRACT 3523

EC 07 3523 ED 111149
Publ. Date Oct 74 61p.

An Experimental Test of an Attentional Cueing Technique in Aiding Mildly Retarded Children's Recall of Reading Vocabulary.

Indiana University, Bloomington. Center for Innovation in Teaching the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
OEG 9-242178-4149-032
Final Report 29.32.

Descriptors: mentally handicapped; educable mentally handicapped; teaching methods; reading skills; feedback; exceptional child research; teacher role; vocabulary; lesson plans; oral communication;

A study of 70 educable mentally retarded children (9-13 years old) was conducted to examine the effects of special class teachers' use of an attentional cueing technique in response to oral reading errors. During oral reading lessons, errors were recorded under conditions in which the teacher was either instructed to make her normal responses to oral reading errors (control group) or use the five-step attentional cueing technique (experimental group). In comparison to controls using single- or multiple-cue responses to pupil errors, findings showed a significant error difference in favor of the experimental condition. Evidence suggested that mildly retarded children learn more new words from teacher responses to oral reading errors which provide a highly consistent, structured, attentional form of feedback than from teacher responses incorporating the normal variety of cueing behaviors. Study limitations included deviations from normal teaching patterns and the relatively small sample. Provided are tables illustrating statistical data and appendixes containing information on lesson materials and the five- step cueing technique. (SB)

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